



**The EU – Russia Cooperation Programme**

# Mid-Term Evaluation of Tempus in Russia – Assessing the contribution of Tempus to the Bologna process in Russia

## Final Report

Project No. 2006/130642 – Version 1

**February 2008**



This project is funded by  
the European Union



A project implemented by  
HTSPE Limited



**HTSPE Limited**  
**Thamesfield House**  
**Boundary Way**  
**Hemel Hempstead**  
**Herts HP2 7SR**  
**United Kingdom**  
**Tel: +44 (0) 1442 202400**  
**Fax: +44 (0) 1442 219886**  
**Email: [htspe@htspe.com](mailto:htspe@htspe.com)**  
**Web: [www.htspe.com](http://www.htspe.com)**



The views expressed in this report are those of the authors and do not necessarily reflect the views of the European Union.

**(5006215)**



## CONTENTS

<b>GLOSSARY .....</b>	<b>5</b>
<b>1. INTRODUCTION.....</b>	<b>1</b>
<b>2. THE PROJECT METHODOLOGY .....</b>	<b>5</b>
<b>3. RECTOR INTERVIEWS.....</b>	<b>6</b>
<b>4. QUESTIONNAIRE DATA ANALYSIS.....</b>	<b>15</b>

## ANNEXES

<b>1. MID-TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA .....</b>	<b>59</b>
<b>2. MID TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA (RUSSIAN VERSION) .....</b>	<b>67</b>
<b>3. RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE.....</b>	<b>76</b>
<b>4. RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE (RUSSIAN VERSION).....</b>	<b>79</b>
<b>5. LIST OF RF SITE VISITS .....</b>	<b>82</b>
<b>6. EU PARTNER/COORDINATOR SITE VISITS .....</b>	<b>89</b>
<b>7. EU PARTNER/COORDINATOR QUESTIONNAIRE .....</b>	<b>91</b>
<b>8. PROJECT WORKSHOP PROGRAMME AND SPEAKERS ABSTRACTS .....</b>	<b>95</b>
<b>9. GRAPHICAL DATA FROM RETURNED QUESTIONNAIRES .....</b>	<b>113</b>
<b>10. TEMPUS BEST PRACTICE DATABASE .....</b>	<b>124</b>
<b>11. BIBLIOGRAPHY.....</b>	<b>127</b>

## **GLOSSARY**

<b>AL</b>	<b>Bologna Process Action Line</b>
<b>BA</b>	<b>Bachelor Degree (1<sup>st</sup> cycle)</b>
<b>BAMA</b>	<b>Bachelor-Master, a short hand for the first and second cycles</b>
<b>BP</b>	<b>Bologna Process</b>
<b>CD</b>	<b>Curriculum Development</b>
<b>ECTS</b>	<b>European Credit Transfer and accumulation System</b>
<b>EHEA</b>	<b>European Higher Education Area</b>
<b>ENQA</b>	<b>European Network of Quality Assurance in Higher Education</b>
<b>EU</b>	<b>European Union</b>
<b>FINEC</b>	<b>St Petersburg State University of Economics and Finance</b>
<b>HEIs</b>	<b>Higher Education Institutions</b>
<b>HSE</b>	<b>State University Higher School of Economics</b>
<b>JEP</b>	<b>Joint European Projects</b>
<b>LLL</b>	<b>Life Long Learning</b>
<b>MA</b>	<b>Masters Degree (2<sup>nd</sup> cycle)</b>
<b>MGIMO</b>	<b>Moscow State University of International Relations</b>
<b>NP</b>	<b>Network Project</b>
<b>QA</b>	<b>Quality Assurance</b>
<b>RF</b>	<b>Russian Federation</b>
<b>RPFU</b>	<b>Russian Peoples Friendship University</b>
<b>SCM</b>	<b>Structural and Complimentary Measures</b>
<b>SM</b>	<b>Structural Measures</b>
<b>UM</b>	<b>University Management</b>



## 1. INTRODUCTION

- a. This evaluation project was established to measure the effectiveness of the Tempus programme in assisting Russian HEIs in their development of the Bologna principles as described in the ten Bologna Action Lines. An expert team was chosen to undertake the evaluation which consisted of a team leader Dr Anthony Vickers from the University of Essex, UK and one of the UK Bologna Experts, and three team members, Professor Vladimir Andreff of the Sorbonne University, France, Professor Gennady Lukichev, Head of the Russian National Recognition Bureau, and Dr Svetlana Tvorogova of the State Higher School of Economics, Russia. The team established a project methodology which was discussed and accepted by the Delegation of the European Commission to Russia. This report lays out the project methodology and then provides section by section the finding of the team. In particular we provide a set of interviews with three current Rectors, which give an insight into the current views of these important players in Russian Higher Education. The report then provides observations drawn from the questionnaires that were distributed as part of the evaluation project. These observations are recorded against those questionnaires returned from Russian HEIs that we did not visit, those questionnaires from HEIs that we did visit, and those questionnaires returned from EU coordinators/partners. The next section of the report contains 10 sub-sections, one for each of the Bologna action lines. Each sub-section starts with a short preamble written by the team giving some thoughts about the current status of this action line in Russia. Each preamble is then followed by a list of good practice examples. These examples do not form a complete list as the team took the decision to list only those cases where they have found strong evidence of good practice and could be associated with a particular Tempus project. It is quite possible that many examples of good practice have not been uncovered which are associated with particular Tempus projects and it is quite evident that many other examples of good practice exist that have been developed outside the Tempus programme. As part of the evaluation project a Conference was held in Moscow on the 7<sup>th</sup> December. A short description of this Conference is included in the report with the programme timetable and the abstracts from the speakers being contained in the Appendix. Finally the expert group presents what they consider being the matters arising presently regarding the Bologna Process in Russia and conclude with their recommendations regarding dissemination of good practice.
- b. Before presenting the report we give here some current useful statistics regarding the Higher Education System in the Russian Federation. The total number of HEIs in Russia<sup>1</sup> in 2005/06 was 1068, with 655 of public institutions (federal, regional or municipal) and 413 non-government HEIs. This is a serious growth in the number of HEIs compared to 1995/1996: when the total number was 762 HEIs, with 569 public and 193 non-government institutions – the increase makes about 40%.
- The number of students has also grown up to total 7064.6 thousand in 2005/06, with 5985.3 thousand studying in government HEIs (federal, regional or municipal) and 1079.3 thousand in non-government HEIs. Though the public institutions remain dominant, the number of students in non-government HEIs shows impressive growth through the last decade: in 1995/1996 the total number of students was 2790.7 thousand, with 2655.2 thousand studying in public HEIs and only 135.5 thousand - in non-government HEIs, thus the growth for private education institutions is up to almost 8 times (7.97).
- Non-government HEIs seem to be more active in promoting 2-cycle system – see Table. This is probably due to the fact that they have been newly established and can therefore introduce BAMA more easily than State established HEIs. The same data shows decreasing interest for producing Master degree holders among non-government HEIs. Overall BAMA penetration in Russian Federation remains rather low, although with the adoption of the new law establishing the two-cycle system (re FZ n. 232 dated 24 October 2007) it is expected that things are going to change

---

<sup>1</sup> All the data for this section is taken from *Obrazovanie v Rossiiskoi Federacii* (Education in Russian Federation). Statistical yearbook. M: SU-HSE, 2006.

Table. Share of BAMA holders in total number of graduates for different types of HEIs (%)

Degree	1995	2005
<i>Public HEIs</i>		
BA	1,7	5,4
MA	0,3	1,1
<i>Non-government HEIs</i>		
BA	17,8	18,0
MA	8,2	0,04
<i>Total</i>		
BA	2,0	7,3
MA	0,4	1,0

These figures are important for dissemination purposes. The scale of the Russian Higher Education System is so large compared to any other country in which the Tempus programme operates, which makes dissemination of good practice of paramount importance to gain maximum efficiency.

- c. As this report is concerned with the contribution made by the Tempus programme to the implementation of the Bologna Process we present here an explanation of the 10 Bologna Action Lines (AL).

1. Adoption of a system of easily readable and comparable degrees

This action line (AL) is focused on HEIs working on the comparability of their degrees which can be achieved through collaborative projects with partners both inside and outside the Russian Federation. The action line should not be interpreted as meaning that all degrees of a particular discipline should be identical but that the learning outcomes should be comparable both in terms of scope and level. The action line also focuses on the readability of degrees which is best achieved through high quality degree programme descriptions either in printed form or web based. The aim of this part of the action line is to make the process of choosing a degree a well informed process.

2. Adoption of a system essentially based on two cycles

This AL is clear in its purpose in that HEIs are to focus on moving to a system of first cycle degrees, followed by second cycle degrees. These are often referred to as Bachelors and Masters degrees, often quoted collectively as BAMA. This AL is linked closely to AL1 as it is through the comparability and readability of the degrees that the nature of RF 1<sup>st</sup> cycle and 2<sup>nd</sup> cycle degrees will be clear.

3. Establishment of a system of credits

Credit systems provide a means of comparing degree programmes from different HEIs. Adoption of the same credit system across the European Higher Education Area (EHEA) will provide the maximum transparency. With this in mind it is intended that all HEIs in the EHEA will adopt the ECTS credit system. This system is based on workload and learning outcomes. For a full description of the ECTS system one can refer to;

[http://ec.europa.eu/education/programmes/socrates/ects/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/index_en.html)



4. Promotion of mobility

Mobility of both students and staff is a key feature of the Bologna Process and all countries within the EHEA are encouraged to support mobility. Students are expected to receive credits and grades whilst mobile and teachers/administrators are expected to make an impact with reference to the other Bologna action lines.

5. Promotion of European cooperation in quality assurance

Quality assurance is paramount within higher education. All HEIs are encouraged to develop fair and transparent quality assurance mechanisms to support their function of awarding degree level qualifications. Through this action line HEIs are requested to engage in cooperation on the matter of quality assurance both with HEIs within their own country as well as with HEIs from other EHEA HEIs.

6. Promotion of the European dimension in higher education

If the EHEA is to have a sense of identity it is important that aspects of the European dimension are introduced at all levels of education. In the context of HEIs it is often the case that the European dimension is introduced only in subject areas such as European studies. It should be noted that a European dimension can be added to any subject area for example in the sciences through the study of differing approaches to scientific study in different areas of the EHEA.

7. Lifelong learning

The process of learning is recognized by all to be one that never ends but only begins. This action line formalizes this understanding and was established to encourage HEIs to engage or enhance their life long learning (LLL) activities by making their programmes of study available to as wide an audience as possible irrespective of age or work status.

8. The involvement of HE institutions and students in the development of the Bologna Process

The Bolognas Process was first agreed by Government Education Ministers and it remains as an intergovernmental agreement with no legal binding. This action line recognizes the fact that the development of the Bologna Process is in the guardianship of HEIs and their students and it is their engagement that is necessary for the full impact of the Bologna Process to be realized.

9. Promoting the attractiveness of the European Higher Education Area.

The European Higher Education Area (EHEA) is being established at the wish of the participating governments and by the actions of them, the HEIs within their national boundaries, and the students studying at those HEIs. In order to have full impact the realisation of the EHEA needs to be promoted to all stakeholders such as parents and employers. This action line encourages that dialogue and promotion.

10. European Higher Education Area and European Research Area – two pillars of the knowledge based society.

An HEI engages in both teaching and research and it is the synergy of these two activities and how this synergy impacts on students and stakeholders that is embodied in this action line. HEIs are encouraged to develop this synergy and to make it accessible to all.

- d. The expert team would like to thank all those throughout Russia who have contributed to the production of this report including those who returned questionnaires, those who hosted site visits, and those who presented and participated in the Conference. We are also indebted to the Delegation of the European Commission to Russia, The Russian Tempus Office in Moscow, and the Russian Ministry of Education for their support and assistance.

The expert team wishes all Russian HEIs every success with their future developments and hope that this document provides some assistance.

## **2. THE PROJECT METHODOLOGY**

- a. A three section questionnaire was sent to all RF Institutions participating in Tempus projects started after Jan 1<sup>st</sup> 2003 as well as those Institutions participating in Tempus projects started between January 1st 1999 and December 31st 2002 selected for a site visit. The three sections were; Section A intended for Rectors, Section B intended for teachers involved in the project, and Section C intended for students. Both English (Appendix 1) and Russian (Appendix 2) versions were sent and the respondents were given the choice of answering in English or Russian. The questionnaires were sent to the project coordinators where the coordinator was from a Russian Federation Institution as well as to the Rector/Vice Rector of the Russian Federation Institutions. Another questionnaire (Appendix 3) was sent to Russian Federation students who spent a period of study abroad as part of any Tempus project.
- b. A selection of Tempus projects made from all projects started after January 1<sup>st</sup> 1999 and ended before December 31<sup>st</sup> 2005 had a site visit by at least three members of the expert team. A standard set of areas of discussion was used at each site visit to aide comparison between site visits. A short report was written on each site visit. Appendix 5 is the list of all projects selected. The projects were selected by scoring all projects against a set of criteria. The criteria were the relevance to the Bologna ten action lines, the number of RF partners being greater than 2 which would influence knowledge transfer, the size of the project in terms of funding, and the location to maximise the site visit efficiency. The major criterion was obviously the relevance to the Bologna ten action lines. We endeavoured to make a site visit to all those RF partners which are located in the 5 cities we visited, namely Moscow, St Petersburg, Yekaterinburg, Novosibirsk, and Nizhniy Novgorod.
- c. A separate questionnaire (Appendix 7) based on section B of the main questionnaire (Appendix 1) was sent to the contact person at each EU partner in all the selected Tempus projects. Site visits were made to a number of EU partners indicated in Appendix 6
- d. All the returned questionnaires and the reports were analysed in order to identify best practice and determine the draft form of the data to be presented.
- e. This report was written based on the evidence gained from the questionnaires and the site visits and by taking into account information and advice from the European Commission and the Ministry of Education and Science.

### **3. RECTOR INTERVIEWS**

During our site visits we had the pleasure of interview a number of Rectors. Those interviews gave a good insight into their current thinking regarding the development of the Bologna Process within the Russian Federation. For general scene setting we provide the transcripts of a selection of those interviews here. We are indebted to the Rectors for taking the time to see us and for their checking of our transcripts.

#### **Interview with the Rector of the Russian People's Friendship University (PFUR), former RF Minister of Education, prof. Vladimir Filippov, 16th October 2007**

**V. Filippov:** At RPFU, all departments have implemented the two-cycle system (Bachelor-Master), starting as soon as 1989, except the Medical Department.

In 2002, even before Russia signed up to the Bologna agreement in Berlin (2003), RPFU was appointed by the Ministry as the pilot institution in Russia to realize certain nation-wide Bologna-related projects, such as making ECTS applicable to all Russian universities. In 2005, by the order of the Minister A. Fursenko, RPFU was appointed to coordinate the elaboration of the EU-model Diploma Supplement.

At the same time, RPFU is striving to implement the Bologna goals pertaining to academic mobility, both for students and staff. During the last 5 years, about 250 PFUR students per year visited European universities, while about 250 foreign students visit our university each academic year, most of whom from European universities.

One of the most interesting projects at RPFU in the framework of the Bologna process is the realization of double degree programmes at the Master level. At this moment, we have 6 such double degree programs running. Six more programmes are almost ready to start with 6 European universities, so that we'll have a total of 12 double degree programmes soon. Our goal is to set up at least one double degree programme for every Master programme we offer, i.e. in all fields of studies at all departments. These double degree programmes will either be provided in French, English, German or Chinese. During several decades our university has been one of the leaders in Russia in providing language training. Since 1960, the foundation year of RPFU, every Russian student of the university may choose to study one of 8 foreign languages. These are not only European languages, but also Chinese, Arabic, and in earlier times we used to offer Hindi, Swahili, Farsi. I want to stress that foreign language studies are not only for philology/linguistics students, it is for all students, from Agriculture students to Engineering etc. At this moment, the biggest problem in this respect is the foreign language proficiency of the teaching staff. That is why this academic year we have about 1000 RPFU teachers following an obligatory foreign language course at the expense of the state budget. We have this money available, and the language programmes are provided at different starting levels. This will stimulate internationalization. Poor foreign language proficiency is a major problem for all Russian universities, as the teachers cannot work properly with short-time exchange students enrolled at Master or PhD levels.

**Question: How is the Tempus Tuning project being embedded within your institution and being disseminated beyond the institution? How do you see the Tempus programme in general and this particular project and how does it fit into your vision of the University's development?**

**V. Filippov:** Our Department of Economics has participated in this project. The Higher School of Economics, Moscow, was the leading institution in Russia in this project. All the university management, the vice-rectors, deans, etc. are united in a special Commission for University Management. The rector is the chairman of this commission. During the last 3 years the commission has met every week. During such meetings we inform the commission members of the project goals, approaches and practices at other universities, etc.

The highest academic body at the university is the Academic Council, consisting of 180 members. All heads of chairs are members of this Council. Every year, in April, a special report is presented to the

Academic Council by Mr. Chistokhvalov, member of the Bologna Follow-Up Group. The report compares Russia's progress in terms of Bologna-related reforms with other Bologna countries. Also the report describes the Bologna progress of RPFU compared to other universities and compares different RPFU departments and chairs in this respect.

Concerning student participation, we don't have a special course explaining them the Bologna process. The students can read on the university's website how the Bologna process is progressing, how ECTS is being implemented at each department, and other Bologna-related documents of the university. All professors are compelled by Rector's order to make a separate webpage with the professor's profile, publications, lectures schedule, etc.

**Question: Do students have representation at the Academic Council?**

**V. Filippov:** Yes, of course. We have a Student Council at the university level and at the levels of departments elected by students. In the framework of the Bologna process we have also organized a students' Commission for Quality with two representatives from each department. The Commission for Quality provides the Rector with feedback on the process and puts forward proposals.

**Question: Does the Student Council have any rights with regard to input into the management of the university? Or do they just observe?**

**Filippov:** They have rights, but out of the 180 seats in the Academic Council they only have 3-4 seats. But they have the same rights as the other members of the Academic Council. Questions regarding students have first to be approved by the Student Council, and only then they can be proposed to the Academic Council.

**Question: Do you think the Student Council is well connected to the actual student population?**

**V. Filippov:** Students are more linked to their Student Councils than to the Academic Council. The Academic Council meets every month, but it has about 20 special commissions on different subjects running at any one time. Among them there is the above-mentioned Commission for University Management and the Commission for Student Affairs, headed by the vice-rector for student affairs.

It is very important that we also have about 90 country associations uniting students from 90 different countries. Each academic year we have students from an average of 130 countries. The last enrolment was an absolute maximum of 141 different countries. The country associations in their turn have commissions for sports, education, etc., they guide newcomers and so on.

**Question: Is the two-cycle system established for all students or just as an example? What percentage of students follow the two-cycle programs?**

**V. Filippov:** About 90% of students are in the two-level system. There are some fields of study in Russia where the Bachelor/Master system cannot be realized: Medicine, Veterinary Studies, some engineering programmes. Even Medicine can be called a two-cycle programme: first 6 years, and then 2 years of obligatory internship, which could be compared to a Master programme. Under a Tempus project we have this year also introduced a postgraduate programme of Healthcare Management, which is comparable to a MBA, in cooperation with some European institutions.

**Question: how do you introduce credits throughout the institution? What have you done in terms of overcoming the multitude of course sizes?**

**V. Filippov:** We have introduced the first system of ECTS credits in 2002 in two departments: Humanities and Environmental Studies. In 2006, their graduates received a Bachelor diploma completely based on ECTS with the EU-modeled Diploma Supplement. Now, almost all departments have started introducing ECTS credits, except the departments of Law and Medicine. Even at the department of Law the credit system has been introduced for some programmes in International Law.

As of the 1<sup>st</sup> September 2008, the ECTS system will be introduced in all study programmes at all departments. University regulations on the ECTS system have been adopted by the Academic Council with a common approach for introducing ECTS in all departments. One credit is 30 class hours, that is obligatory for all departments.

**Is it higher than the European directives on workload?**

**V. Filippov:** Yes, it is higher. Academic Councils of the departments can develop their own regulations on the basis of this university-level agreement. For example, the departments of Engineering and Agriculture give more time for practical training. But the general criteria are common for all departments.

**Question: It is very difficult to build interdisciplinary degrees, if every department uses different course sizes. Do you have this problem or you do not have so many interdisciplinary degrees?**

**V. Filippov:** First of all, we have standards for higher education programmes, obligatory for all Russian universities. The curriculum is for 50% prescribed in the state standards. 50% is determined by the university. For example, students must choose 6 out of 10 humanities subjects offered. In medicine programs, however, almost all disciplines are obligatory.

**Question: Do you think state standards restrict curriculum development?**

**V. Filippov:** In the new generation of state standards, they will no longer restrict it. The former generations of standards were based on descriptions of content: what exactly must be offered by professors. The new generation will be based on the competence approach: what does the student have to know upon graduation, i.e. learning outcomes. The prescribed learning outcomes pertaining to philosophy studies for humanities students will differ from those for medical or engineering students. In the old system, they were almost the same.

**Question: How do you assess employment opportunities for Bachelor graduates from your university? Do you cooperate with employers?**

**V. Filippov:** I am not sure the Russian market is ready to take graduates from the Bachelor level. The market knows the qualifications of university graduates of the Specialist level, not Bachelor. In our university, only 50% of Bachelor graduates go further to the Master level. The rest do not study further, but neither are they registered as unemployed at the State Employment Service. That means they do find some kind of employment.

**Question: What do you do with it? Do you have any education process with employers to try to push the idea of Bachelors? Is the university proactive?**

**V. Filippov:** It is very difficult for us as a Moscow university. It is easier to do for universities in the regions. They can have direct contact with local employers. We train students from more than 130 countries, and it is not easy to find employers for them?

**Question: How do teaching and research link within your institution, what exposure do the students get to the research activities at the university?**

**V. Filippov:** This is one of the big problems for Russian universities. Our university holds the 3<sup>rd</sup> place among all Russian universities, after Moscow and St. Petersburg state universities, in terms of the number of teachers having a PhD and Doktor Nauk degrees. We have made research activities obligatory for all professors and lecturers having the titles of PhD and Doktor Nauk. Research activities are, however, not obligatory for language teachers: we have about 300 foreign language teachers and a lot of teachers of Russian as a foreign language.

All faculty members are appointed for 5 years, after which they are automatically fired and can be reappointed if their academic and research performance is assessed positively. The number of scientific publications and conference presentations is taken into account. Some staff members have short-term contracts for 1 or 2 years, especially if they were not very active during the previous 5 years.

**Question: During the 5 years, does the university give a lot of support to making sure that they have the opportunities/resources to meet that target?**

**V. Filippov:** Not very much, but we have certain programmes to stimulate the teaching staff to do research. 10 years ago we introduced special programmes to give professors who concentrate on active research, double salaries. Now we are going to introduce a programme to stimulate international research groups with differentiated salaries, close to the international wage level. Normally, however, Russian law prescribes that every professor divides his/her working day into two parts: teaching and research. The problem is that they publish many articles in institutional bulletins and not in well-known international journals, namely because of their poor linguistic skills. It is very important for us to stimulate them to publish in international journals linked with the citation index.

**Question: Do you invite foreign researchers to work with your teachers?**

**V. Filippov:** Yes, we do. Each year about 200 foreign professors visit our university. This is also one of the evaluation criteria to assess the performance of our departments and chairs.

**Question: Do they come with the intention of undertaking both teaching and research?**

**V. Filippov:** Most of them have to combine teaching with research, at least at the PhD level, but for language teachers, who come in to teach, they do not have to conduct research.

Vice-rector Sokolov: Even Ambassadors of different countries in Moscow come to give guest lectures. There are more than 100 embassies in Moscow, and they are invited every year. It is very good for humanities or economics students.

**Question: Does the university have any specific plans on implementation of all Bologna action lines?**

**V. Filippov:** First of all, we have elaborated the mission of the university. Then we have developed a strategic plan of the university until 2012. Also, we have a midterm plan 2007-2009. At the same time, we have a university programme of internationalization. It is a broader view than the Bologna process, Bologna is only part of this internationalization programme. Not only Europe is interesting for us, also China, East Asia and others.

**Question: Does the university have any developments in the area of lifelong learning? Courses for people of any age, etc.?**

**V. Filippov:** Our strategic plan and the midterm programme have indicators: where we were in 2005, 2006 etc. and what must be these indicators in each year until 2012. We have indicated that the number of lifelong learning programmes and the amount of money earned from these must increase 4 times. For example, two years ago we had only 50 programmes of continuing education. This year we have 500 programmes developed, out of which 200 are running. These are payment-based, so for the other 300 programmes we still have to find people who are prepared to pay. These programmes are at least 72 class hours, because this is the minimum required by law when state certificates may be issued. The university will try to earn money not from the Bachelor programs, but increasingly from these lifelong learning programs.

**Interview with the Rector of N.I. Lobachevski State University of Nizhny Novgorod, Head of the  
Rectors Counsel of the Volga Federal District,  
Prof. Roman Strongin, 18th April 2007**

**Question: What experience have your University gained in Tempus programme?**

**R. Strongin:** We have experienced participation in 14 Tempus projects. The importance of this work is obvious. I personally took part in project selection in Torino. It gave us an understanding of what other countries are doing in this area, how the assessment is made, and what are the goals of the Commission. But the most important thing for those participating in such projects is that they cause important changes in our universities.

An interesting example of international educational cooperation originating from our Tempus projects is the Russian-Italian University based in the University of Nizhny Novgorod and the University of Calabria. Our students studied in their home university for four years and then they continued in the Italian university. It was a symmetrical project. All the participating students got two State-recognized diplomas – one from each university. Some Italian graduates of the program work in Moscow representing Italian companies. It is beneficial for both parties. Many of our graduates work in the regional administration, firms, trade representative offices, etc.

**Question: How does your involvement in the Bologna process affect your strategic view of the future?**

**R. Strongin:** I believe that the right and realistic ignition key to the Bologna process has been found: If we want to match the rate of the world development, we should modernize our education. New technologies demand a new kind of workers whose skills correspond to what was earlier considered to be higher education. New technologies are very sophisticated, but this technological demand does not mean that they all should have Master's degrees. Bachelor's degree is sufficient.

But we have the problem of legal regulation here and in Europe. There is no place for Bachelors in the law. Who are they? Where should they work? The State should make the status of those with Bachelor's degree clear and certain – the sooner the better. Otherwise, we'll face the irritation of students' parents whose children graduate with some uncertain qualification that has not been identified in the law.

If this qualification is identified properly, Bachelor is a sufficient qualification for the majority of the people. In Russia, the number of those who want and acquire higher education is 4 times more than 15 years ago. These new three quarters are not going to be researchers or teachers in elite institutions, so they will be satisfied with a Bachelor's degree. And we are prepared to this. We have prepared Bachelor's programs in all the areas of studies, and we are ready to switch to this system immediately, but we are afraid that the funding that we get from the State will be reduced by 1/5. However, if the funding remains at the present level, we'll do everything that is required from us. It's an economic problem. But we are fully prepared. We have prepared both the Bachelor's and the Master's programs at all 19 Faculties of our University in all their respective areas of education.

We studied the ECTS system many years ago, and we took from it a 7-point system of marks and introduced it in our University. The existing Russian system of assessment with only three positive marks – 3, 4, 5 – is not sufficient. At the same time, we also adopted a conversion table. If a student transfers from our University, he will have in his transcript the marks in accordance with the conventional Russian system. We are also looking at the system of credit hours or credit units, but there is still much discussion and controversy about it. However, if this system will be adopted by the State, we are ready to introduce it in our University. We understand that when we cooperate with different universities abroad, we must be transparent for others.

So, we have no objections against the introduction of the Bachelor's degree. The only obstacle is funding, as I have already mentioned. The second obstacle is the perception of this degree by the people, including, of course, the employers.



Engineering is a special area where the situation is more complicated. Another special case, of course, is the training of doctors. Let us take for example such field as aerospace engineering. Now it may take up to 7 years to train a good aircraft design engineer. I suspect that the institutions training such specialists are not ready to switch to the system with Bachelors. However, the proportion of such exceptional specialties is very small, and this exception will not affect the overall picture.

As a University, we are responsible for monitoring the Bologna process in the Volga Federal District, and I am the Chairman of the Council of Rectors of the Universities in this District. Several weeks ago I was in Lisbon at the meeting of the Association of European Universities where I made a 40-minute presentation. This was in the framework of the preparations for next May's meeting of the ministers of education of the Bologna process countries.

We believe that some transparency of the Diplomas (degrees) and their compatibility is necessary. I understand that there may be some special areas like medicine, maybe astrophysics and some others, but all the rest should be easily understandable. Is an engineer taught in Serbia the same sort of engineer as someone taught in Denmark?

May a Danish firm employ him without any risks or problems?

If we allow money transfer across the borders, commodity transfer across the borders, knowledge transfer across the borders, then we must allow labour transfer, too, especially the talented labour. Say, we have a talented aircraft designer, but they don't produce aircraft in his country. He must have the right to go to a place where they build airplanes. It's a human right. It's the right to develop one's own life.

We believe it is very important. We have won and completed the project "Analytical Master" to confirm that we have a compatible vision with our European partners in at least two European countries. To check if our education is compatible we also did it in Finance with the Danish and Italian universities, we did it in Informatics and Mechanics with an Italian university. This was a test project aimed at demonstrating that our education is at the same level as in Europe. To confirm this, an external evaluation was important.

We tried to check: would a student from our University be awarded a Diploma from a university in another country in a standard way. Our students studied for 4 years in Russia and for one year in Italy. Will this be enough to get a standard Italian Diploma? If the answer is yes, it means that the previous education during 4 years was more or less similar. It took a lot of work to understand whether the eventual differences were only in the titles of the courses or also in their contents, or where we should supplement our programs.

There are some clear cases: law is a subject specific for each country. There are some differences in the approaches to the teaching of history or economics. But if we take, for example, stock exchanges or securities – this kind of knowledge is universal, it is the same everywhere.

It took us a lot of work to understand that our levels of education were compatible.

We also understand that there are many difficulties. One of these difficulties is the fact that Europe is multicultural continent. However, cultural wealth is an advantage. That is why it is important to seek particular uniformity of education without destroying the cultural landscape.

We try to do lots of things in this area, but first of all we pay particular attention to teaching different languages in our university.

The Bologna process may be efficient. It is already efficient because it involves the appreciation of our human nature. All the partners are different. Even children and parents of one family are different. We should not destroy the family. We should not lose our identity in this family. I think, now we have a better understanding of ourselves in Europe.

I'd like to underline the significant role of European Commission, especially subcommittees responsible for this process. For example, when we proposed the Analytical Master's program, some of our partners said that the application was weak; it did not satisfy the priorities of the program, as it was not in the field of the humanities. We said that the Commission would definitely change its priorities because this project was exactly a project fitting the Bologna process, although it was not in the humanities. There were many mathematical modelling elements in this project, and it differed from traditional economics. But our project was the only our application that won that year. The Commission had changed its priorities.

We have to think of the interests of our countries and the interests of Europe. This is something the Commission expects from us.

**Question: What can you say about the quality assurance procedures in education as one of action lines of Bologna?**

**R. Strongin:** Before the Perestroyka we had much less students than now. Only 30% of secondary school graduates applied to study in the universities, and there were even less of those who became students. Higher education was financed by the government. The entrants had to win a competition in order to take the places in the universities financed by the government.

Earlier, we had one or two Ph.D. students and 7-15 members of teaching staff at the department. They gave very much attention to those Ph.D. students, so the quality was very high. Nowadays, there are 30 Ph.D. students for 10 teachers. There is not as much time for each of them. Then, there are not so many students who are really very talented. It is a different level. But if we have mass education somehow similar to mass production in industry it is necessary to reach some benchmarks, so some level of quality must be provided. Now higher education is an industry, and there must be industrial quality control and assurance methods. First of all it's necessary to describe the procedures that were successful, and then to establish a system to follow these procedures.

We have established our Centre for Educational Quality Assurance in our university. We have improved many methods that were used earlier, in the Soviet period. We need new tools to introduce new educational technologies, so we cooperate with our European colleagues. We get much help from Dublin Institute of Technology, London Metropolitan University, and the European Centre for Strategic Management of Universities in Brussels. We use the experience of our colleagues in developing our system of quality assurance.

We have prepared a document which is actually an extension of our University Mission focused on the quality of education. It presents goals and objectives in this area and describes the tools that are necessary to reach the goals. The document was discussed by our University Council several times, and finally adopted. It is being used in information technology, and in management. Subsequently, this document will be applied in all other areas of studies.

**Interview with the Rector of St. Petersburg Electrotechnical University-LETI  
prof. Dmitri Puzankov, 16 May 2007**

**Question: Do you know the Bologna action lines?**

**D.Puzankov:** I do, and quite for some time already. But I don't think you mean the knowledge of the substance of the documents signed, that determine the vector of higher education development in European countries, but, rather, the extent our university is prepared to enter this process.

Its principles, aimed at the improvement of education quality, the creation of a basis for academic mobility and cooperation between educational systems of different countries, are inherently progressive. More important for us, however, is the fact that Russia's economic development and the upcoming real demand for competitive professionals necessitate following the same principles of education development.

This has been a subject of active discussion at LETI between the faculty, employers and students. Certain results have been achieved. A proof of this is the inclusion of the LETI rector into the Russian National Bologna Group, the appointment of LETI as one of the three outpost universities in the North-West region to pilot the Bologna principles, and the creation at this university of a vanguard centre for education quality management, the leading one in Russia.

**Question: What are your feelings about the two-cycle system?**

**D.Puzankov:** In my opinion, this system is the most adequate one to meet the needs of the fast developing, knowledge-based Russian economy. In engineering and technology, especially in science intensive areas, knowledge is renewed every 5-7 years, and sometimes faster. Therefore, the importance of a fundamental nature of education has increased dramatically as a basis for professional flexibility. Educational institutions must now be able to continuously adapt the professional component of their curricula, reacting quickly to the changing employers' needs. The two-cycle system is ideally suitable for the purpose.

The above statement is based on the results of a research project commissioned by the RF Ministry of Education, carried out in 2004/2005. The aim was to develop an education model for practice-oriented professionals, trained according to a 4+2 years structure in engineering, technology, and some other fields: a Specialist Bachelor and a Specialist Master. The project leaders were the Higher School of Economics, the Bauman Technical University and LETI.

The models were developed, and on the basis of these, draft State Educational Standards were developed for 80 (i.e. practically all) fields of engineering and technology. The project was primarily executed by the universities chairing the UMOs (Academic Methodology Associations) for the fields of study involved, as well as employer representatives. The general conclusion was that qualified professionals with good job opportunities in the developing Russian economy could be trained in the two-cycle system.

LETI, as well as a number of other HEIs, started training academic Bachelors and Masters in 1992. The share of students enrolled in these programmes was 10 to 15%. In 2006, the enrolment to the two-cycle programmes of practice-oriented specialist training amounted to 50%. In 2007, the institution made a practically complete switch to the two-cycle structure. This decision was preceded by discussions with our employers and strategic partners, a large number of publication in the media and, of course, a lot of organizational and methodological work.

The large-scale switch to the multilevel system, the competence-based approach while developing qualification profiles, the introduction of credits and modules, the substantial increase in independent student workload, the employers' involvement in setting the graduation requirements, in study programme delivery and in quality assurance, - these and a large number of other educational innovations were at the heart of the university's innovation project that has been selected to enter the winning group of 57 Russian HEIs in the framework of the National Priority Project 'Education'.

**Question: What is, in your opinion, obstructing a successful switch to the two-cycle system?**

**D.Puzankov:** After the adoption of the law on the transition to the multilevel system the main obstacle lies in the conservatism of a considerable part of HEIs and employers. This conservatism is often not based upon a principled, grounded position, but arises from a lack of understanding of the essence and the possibilities of the multilevel system, the unwillingness to fundamentally modernize one's activities, the fear to run risks.

I also consider it a major impediment that no differentiation has been introduced in financing Bachelor and Master programmes. The training of Masters is much more labour intensive than the training of Bachelors, but the financing that institutions receive is the same. Consequently, many HEIs delay the change-over as long as they can. This factor encourages the resistance.

**Question: How is education linked up with research and business?**

**D.Puzankov:** For any institution, and in this case, a technical one, this cooperation lies at the heart of its development. It is prior to other things, as scientific, R&D and industry organizations (I mean the ones who do not stand still but produce competitive products) determine what professionals must be trained by HEIs. If they are satisfied with our graduates and our R&D products, these organizations will become universities' strategic partners by investing in the initial training of professionals, financing research and development, and integrating with HEIs in terms of content and institutional structures. Competitive professionals can only be trained by joint effort with employers and strategic partners.

The programme 'Strategic Partnership' that our institution has been realizing since 2001, involving about 40 research institutes, design organizations and high-tech businesses, is aimed at tailor-made training of students and PhD students and the realization of joint R&D and innovation projects with teachers, students and PhD students involved. An advanced academic infrastructure has been created jointly with the strategic partners, featuring learning & research centres, laboratories, profile chairs, and a student design network. The infrastructure can be used to deliver integrated programmes of higher and continuing education by means of 'learning through research,' an educational method developed by LETI. The programme mentioned has provided the basis for a long-term systemic cooperation between the university and the principal employers i.e. the university's strategic partners, resulting in a fundamental quality improvement of the professional qualifications at graduation, which is predicated upon the intellectual, infrastructural, financial and administrative resources brought in by the industrial enterprises and research organizations involved.

Among LETI's strategic partners, without whom it would have been impossible to reach the current level of training and research, are ElectroPribor Research Institute, Inteltech, Motorola, A.F. Ioffe RAS Physico-Technical Institute, Svetlana, Vector Research Institute, Burevestnik, St. Petersburg RAS Institute for Informatics and Automation and many others.

#### **4. QUESTIONNAIRE DATA ANALYSIS**

In this section we present some analysis of the questionnaires distributed. Some graphs of the data are also presented in Appendix 9.

##### **a. Russian Federation Questionnaires Sections A, B, and C sent to non site visited HEIs.**

The three section (A,B, and C) questionnaire designed for Russian Federation Higher Education Institutions (HEIs) was sent to a total of 107 HEIs, all of whom had held a Tempus project during the period 2002-2005. We received responses from 38 HEIs and received from them a total of 38 Section A, 128 Section B, and 139 Section C. The response rate was therefore 37%.

We analysed the responses from section A into raw statements of good practice classified against the 10 action lines. The responses from sections B and C were mainly used to verify statements from section A. Finally we produced, where appropriate evidenced statements of good practice against particular Bologna action lines.

Approximately 50% of the section A questions required a free text response and the responses to these questions varied considerably amongst HEIs. Some HEIs provided very detailed answers making for example a sixteen page response to section A. In other cases a very brief formal response was recorded. In some cases section B responses added value as they gave more detail regarding a particular Tempus project.

In some cases the responses were too formal. For example in response to the question, "What information do you provide to students?" one HEI wrote "All the necessary information is provided". This type of responses gives little information.

Some Tempus projects were very specific making it very difficult for the HEI to respond to many of the questions. Projects of this type were focused for example on mobility, networking, or library improvement.

In some cases HEIs responded giving all the current work they are undertaking with reference to development and not particularly linked to the Tempus project that we wished them to focus on. In some cases the good practice we identified was initiated by the HEI and the Tempus project had been one of the many instruments they had used to support the developments.

In some cases the outcomes of the project and how they would impact on the HEI were not clear. In some cases the outcomes were clear and it is likely that they had impacted on the HEI but there was not the methodology in place to measure this quantifiably.

Our general observation regarding why HEIs responded to the questionnaire is as follows. We deduce that they responded for two reasons. Firstly they had something to share and were willing to disseminate their experience. Secondly HEIs are used to formal monitoring procedures and are ready to provide the requested report.

From the analysis of these questionnaire responses from non visited HEIs we draw the following observations against each Bologna Action Line.

##### **1. *Adoption of a system of easily readable and comparable degrees***

This is one of the most popular action lines amongst HEIs although rarely is a detailed evaluation of the outcome undertaken. HEIs often report that they have produced information on programmes for students and used a variety of media outlets such as booklets and the web site. There is evidence of the use of learning outcomes in programme descriptions. HEIs state that they have addressed the issue of comparability.

## 2. *Adoption of a system essentially based on three cycles (Bachelor/Masters/Doctorate)*

HEIs differ in their rate of introducing the three cycle system and in all cases currently focus on introducing the first two cycles (Bachelor and Masters). Three HEIs report introducing a Bachelor/Masters (BAMA) system for 100% of the student intake. The introduction of a Bachelors degree is the most popular, only 7 of the 107 HEIs that responded do not have any Bachelor programmes, and 13 do not have any Masters programmes. The overall penetration of Bachelors remains low with only 8 HEIs having Bachelor populations of 20% or more of the student population. Six HEIs have a population of 20% or more of Masters students amongst their student population.

The BAMA system provides an exit point for students after the Bachelor degree and it is useful to know what attitudes are towards exiting at this stage. The overall current attitude within HEIs appears to be that students should aim to continue to Masters after Bachelors. In fact from our analysis HEIs expect approximately 55% of Bachelors students to continue to Masters level. It is likely that as BAMA develops within the Russian Federation the balance between the number of graduates at Bachelor and Masters level will differentiate dependent on the subject area and the economic climate.

## 3. *Establishment of a system of credits*

The analysis of the questionnaires shows that 58% of HEIs that responded have introduced credits; 8% are working on this issue; the rest (34%) has not introduced credits. All the respondents are sure that the ECTS model will be used in the future for calculating the credits. The majority of the HEIs cooperate with others while introducing the credits: 90% of respondents work with Russian partners, and 95% cooperate with EU partners.

Most often the credits are regarded more as a necessary accessory than a useful tool, providing comparability of courses. Most of responses on the credits focused on the technical issues of calculating them, and there was rarely reference to the use of credits in the educational process. The idea of moving away from calculating teachers' workload as the core process to students' workload was mentioned only once.

## 4. *Promotion of mobility*

In many universities teacher's mobility dominates over student mobility. The same is true for universities where overall mobility remains rather low. At the same time average mobility rates calculated for the whole sample show a relatively balanced situation.

There seems to be no strong connection between the number of Tempus projects and the level of mobility. At the same time mobility tends to be higher in the regions located closer to geographical borders of the country.

If we review the cases where mobility of students is high (above 200 students per 6 years), and is higher than that of the teachers (or equal to it), we could identify the following cases:

HEI	Number of mobile students	Number of mobile teachers
Irkutsk State University	300	14
Kaliningrad State Technical University	592	421
Kaliningrad State University named after Kant	3000	600
Nizhny Novgorod Medical Academy (counts for foreign students in Russia also)	295	65
Novgorod State University	510	590
Pomor State University	700	300

During the site visits some universities referred to "Work & Travel" programmes as examples of students' mobility. It is unknown if these cases were included into the numbers submitted in the questionnaires. We assume that the answers show the real mobility rate but warn that we have to be cautious with data from self-filled questionnaires.

The following list gives the names of HEIs where teachers' mobility rates are more impressive (above 200 teachers per 6 years) than those of the students:

HEI	Number of mobile students	Number of mobile teachers
Petrozavodsk State University	180	900
Saratov State Technical University	78	353
Southern Federal University	500	900
Udmurt State University	218	537
Yakut National University	200	251

Mobility is a good tool for both teachers and students, all of them gaining from such experience, and though dissemination opportunities vary for these two categories, they both appear to have a positive effect on the development of the HEI.

#### 5. *Promotion of European cooperation in quality assurance*

Quality assurance is often taken very formally – universities are either following instructions from the Ministry or focusing on the tools for measuring students' satisfaction and/or knowledge. QA procedures used by the HEIs are rarely complex, thus it could be assumed that they do not reflect any inner need of the University, that is why they are used so formally. Written quality assurance policies and procedures are uncommon and this aspect remains weak and how to proceed is poorly understood. There are some examples of good practice as highlighted in section 5.

There appear to be many partnerships on QA issues both nationally and internationally. Russian partners are more popular for QA issues: 95% of the respondents have some national collaboration in this field (90% mentioned cooperation with EU partners on QA issues).

#### 6. *Promotion of the European dimension in higher education*

The European dimension is often confused with some methods for QA, and it appears that the concept remains unclear for many Russian HEIs. Some technical issues of promoting Bologna action lines – ECTS, introduction of competencies concept in curriculum design, etc. are often referred to as the European dimension.

#### 7. *Lifelong learning*

Most of the universities who responded have some form of LLL institutions, either dating back to the old Soviet system, or reflecting the new needs of the market economy – business schools or distant-learning courses. This segment seems to be growing now together with the growing market. One of the HEIs reported on TRIPLING the number of annual attendants of additional education courses resulting in over 5 thousand people per year. Such high demand might result in the issue of QA in LLL.

8. *The involvement of HE institutions and students in the development of the Bologna Process*

Clearly from our analysis we could conclude that HEIs that are involved in a Tempus project are engaged with the development of the Bologna Process in the Russian Federation.

Regarding student involvement in the process of developing the BP within HEIs there is a formal body or several organizations, representing students' interests (only 3 HEIs said there is none), but mostly they do not play any role in the life of either students or university. Usually the list of such bodies includes a trade-union of students, student's council, monitors' council, and also students' participation in the main government bodies of the university is provided in most of the HEIs.

Evidently there are different schemes for interaction between teachers and students in different universities: very formal instruction based relations, where any student participation in management is hardly possible in the real sense of the word, and more de-centralised and democratic with better opportunities for students' involvement in university life. For example some universities referred to informing the monitors of the Bologna principles (pure hierarchical model), while others use seminars and publications to spread the information about the Bologna Process. The scope of publications could vary significantly, sometimes aiming to reach a rather broad audience up to regional level.

Various students' organization could be well represented in the university – usually they are related to extra-curricula activities of the students, and are not linked to management issues. It could also be added that the site interviews showed low interest of the students themselves in participating in the university management – that might be explained by bad understanding of the management process at the university level, low motivation and lack of known examples of students' involvement.

9. *Promoting the attractiveness of the European Higher Education Area.*

Many answers to the questions related to this Action Line were inadequate. At the same time only 10% of the respondents either did not give an answer or said they do not know about forming EHEA. 68% of HEIs were satisfied with the information on Bologna Process and Principles they received from the Federal Government, opening the space to recommend further promotion of Bologna ideas and spirit.

10. *European Higher Education Area and European Research Area – two pillars of the knowledge based society.*

The link between education and research seem to be rather weak: most of responses are too general and do not provide any good evidence of the real connection between these two main elements of the educational process. At the same time many universities demonstrate high expectations about the level of future involvement of their graduates into research activities.

As the definition of research remains quite broad, it is hard to interpret what is meant exactly in each case – the plans of Master graduates to go for a PhD course or their intention to choose research as their career. For example in the data set we have a case where 20% of Master graduates are expected to follow research career in the HEI with 100% of BAMA introduced, whereas in another case 90% of the 2% of students currently studying at Master course are expected to follow a research career. Thus we might conclude that neither a clear concept of Master courses, nor the real meaning of research in the context of market economy has been developed yet.

**b. Russian Federation Questionnaires Sections A, B, and C sent to site visited HEIs.**

Questionnaires have been sent to 21 visited HEIs located in Nizhny Novgorod, St. Petersburg, Yekaterinburg, Novosibirsk and Moscow. These HEIs were selected as having



won Tempus projects in 1999-2006, corresponding to the following criteria: relevance to Bologna action lines, capacity for knowledge and experience transfer, funding of not less than €300 000, location of universities in limited number of cities.

All visited HEIs have returned completed questionnaires. We have received a total of 17 Section A, 45 section B and 62 section C. The proportion of forms completed in English slightly exceeds 1/3. Due to the methodology used to select projects for a site visit the majority of visited universities have much experience in the implementation of the Bologna Process in the Russian Federation. Some of them have held several TEMPUS projects. Thus, Nizhny Novgorod Lobachevski State University and St Petersburg State Electro technical University have won 6 projects each since 1999. Their experience contrast to the involvement of two Nizhny Novgorod universities (State Technical University and Volgo-Vyatka Public service Academy), which are in the initial phase of partnership in one of the TEMPUS projects.

The major proportion of projects covers from 3 to 7 action lines. Universities statements on the projects influence illustrate this fact. In the case of Nizhny Novgorod Civil Engineering University: "Such projects as 'Creation of a model HE institution in Economics' and 'International Business Program implementation' have fostered comparability of degrees, adoption of a two-cycle system, establishment of a system of credits, promotion of mobility and efficient cooperation in quality assurance".

From the analysis of these questionnaire responses from the visited HEIs we draw the following observations against each Bologna Action Line.

#### *1. Adoption of a system of easily readable and comparable degrees*

Twelve universities have evidence of clear comparability of programmes and degrees developed in cooperation with their European partner universities. For example, a Master programme in Economics was developed by the Lobachevski State University in close cooperation with the University of Roskilde and the University of Calabria in accordance with Bologna requirements. Another example is joint design of Master degree programmes with Lille University (France) and the College of Europe (Bruges, Belgium) by the Moscow Institute of International Relations. Six universities have successfully developed dual degree programmes. Modelling of programmes based on European partner university programmes or joint development of courses aides comparability to similar courses delivered in EU. Russian HEIs support a high level of comparability by other measures, such as: detailed information provided via Internet and publications, credits application, issuing Diploma Supplements, and provision of courses taught in foreign languages.

#### *2. Adoption of a system essentially based on three cycles (Bachelor/Masters/Doctorate)*

The 2 cycle system was initiated in Russia in the early 90's. Since then the proportion of student following BAMA has hardly reached 7% of the total. Nevertheless visited universities are much more proactive in this action line. For example, two of the most advanced in this regard, the Russian Peoples' Friendship University and St Petersburg State Electro technical University have respectively 48% and 22% of the total student population undertaking 2 cycle degrees.

All visited universities have stated that they are implementing the BAMA system although to different degrees. Evidently the participation in Tempus projects has made a positive influence in this regard. Fourteen HEIs have really fruitful results in applying 2 cycle degrees within their Tempus projects framework.

About 80% of jointly developed programmes are at second cycle (Masters) level. This stimulates development of relevant Bachelor degrees. In the Russian State Meteorological University, Moscow State Linguistic University and St Petersburg University of Economics

and Finance European partners contributed to the development of both Bachelor and Master degrees. There are some HEIs that state that projects stimulate 2 cycle system adoption beyond the programmes developed in cooperation with the European partners within the project.

Lack of basic legislation and supplementary acts still hinder 2 cycle system adoption. Major arrangements in this regard are expected in 2008 as a new framework law on the 2 cycle system was adopted last October. It will be followed by supplementary acts clarifying in what proportion and with what funding the 2 cycle system is to be introduced

### 3. *Establishment of a system of credits*

A total of 67% of the visited HEIs have applied credits, while the remaining 33% work on ECTS introduction. All of them share the goal of the successful adoption of credit system nation wide. However those who have introduced a credit system limit this practice within dual degrees, in jointly designed programmes and for the purposes of the mobility of students. Three HEIs have demonstrated clear understanding of learning outcomes and its proper attachment to degrees. For the rest of them (86%) their understanding of learning outcomes is unclear. Lack of clear legislation for the credit system is evident and explains why for example 1 credit varies in value from 24 to 36 hours in different HEIs.

### 4. *Promotion of mobility*

Mobility is not among the main objectives in 75 % of projects. HEIs tend to be involved primarily in teacher mobility, using it as capacity building for efficient adoption of new programmes, quality assurance procedures implementation, and other project objectives. For example, the St Petersburg University of Economics and Finance Tempus project has facilitated mobility of 20 Russian and 10 EU teachers in comparison to 1 student. Moscow Timiriazev Agricultural Academy participation in projects has resulted in 29 teachers and 18 students being mobile. Students are encouraged to undertake self funded mobility or with partial funding from the HEI. This explains why in approximately 60% of projects teacher mobility exceeds student mobility. The need to co-finance their mobility, linguistic barriers, lack of recognition procedures for course units missed during study abroad and visa issuing are indicated as a major obstacles for student mobility. To overcome these all HEIs work on finding additional financial sources for students' mobility, including local sponsors and HEIs own funding. In 2/3 of them foreign language courses are organized on a regular basis. No clear data on the regulations on recognition hinders implementation though many of visited HEIs have stated that they are developing recognition procedures. A total of 13 visited HEIs have clear evidence of good practice with respect to mobility.

All HEIs expect that mobility will increase. From the student responses we find that 90% of students consider that their mobility made an essential contribution to their degree, and 94% state that mobility raises employability.

### 5. *Promotion of European cooperation in quality assurance*

All visited HEIs state that they regard QA as the most important of their day to day activity. 70% of them have, in recent years, established Quality Assurance Centres with the remit to launch and monitor QA management. In the remaining part (30%) a traditional formula is applied in which a vice-rector is directly in charge of the Academic Policy and Methodological Guidance Department. All of the visited HEIs meet the Federal Service on Supervision in Education and Science requirements and follow the established QA procedures of assessment. The latter is a precondition for being accredited by the Federal Service. An accredited HEI has the right to issue nationwide recognized diplomas. All visited HEIs network with Russian partners in QA and 80% interact with EU partners. Further advancement in QA is a major topic of regular universities meetings and seminars of different format.

The majority of visited HEIs regard that projects have contributed to international approach and standards application in their activity even if they are not specifically QA projects (dealing with curricular joint design, dual degree programmes etc.). It is largely corroborated by good practices. Thus 57% of visited HEIs have evidence of positive project impact on international standards application in QA. For example, an “International business” program is developed in Nizhny Novgorod State University for Architecture and Civil Engineering with regard to international quality requirements and it is monitored by an international trustee’s council. In the case of Moscow Institute of International Relations international QA standards are applied for European studies programmes developed in consortia with 2 European partners. With regards to the establishment of QA centres 3 HEIs have established such centres with Tempus project contribution.

#### 6. *Promotion of the European dimension in higher education*

It seems that in this action line is not very much on the agenda of visited HEIs. But unclear criteria for exercising European dimensions in HE results in more than 50% of HEIs stating that they are doing so. However we can state that 24% of the site visited HEIs have evidence of the European dimension in HE. Four HEIs visited offer European studies programmes and 1 HEI promotes a number of dual degree programmes well coordinated with EU partners.

#### 7. *Lifelong learning*

Three visited HEIs (15% of the total) have real evidence of Tempus project contribution in achieving good practice in this action line. Meanwhile 57 % of them offer different courses for post graduates and adults including part time programmes. In some HEIs LLL training became an important source of income, such as in the case of the Russian Peoples Friendship University in which LLL now represents the second highest of all non public funded sources of income. The majority of HEIs observe improvement of interaction with business representatives and social partners, formulating strategy in adult training and offering life-long learning to aide current employment needs.

#### 8. *The involvement of HE institutions and students in the development of the Bologna Process*

All visited HEIs are well aware of the EHEA and 90% are happy with information provided by the Ministry and other sources on the Bologna Process. Five HEIs demonstrate high nationwide or region wide activity in promoting Bologna principles with a lot of application in academic policy. These 5 HEIs (24% of the total) practice active involvement of students for projects results evaluation and QA assessment and involvement in the projects focus group. Meanwhile 34% of polled students have stated they participate or interact with students’ council or other organizations, representing their interests.

#### 9. *Promoting the attractiveness of the European Higher Education Area.*

There were no projects targeted particularly at promoting attractiveness of the EHEA. Visited universities observe this action line as activities within internationalization policy and attraction students from abroad. As successful examples in this regard should be indicated Russian Peoples Friendship University with 4503 international students, including 235 students from EU countries, and St Petersburg State University with 1390 international students, including 126 students from EU countries. Six other visited universities (29 %) consider having prepared conditions to expand overseas students recruitment, and the remaining 13 (62%) regard that they implement initial measures to attract international students.

10. *European Higher Education Area and European Research Area – two pillars of the knowledge based society.*

A number of visited HEIs gave examples of how they link research and teaching but it is not the case in any Institutions that students are exposed to International level research in their first cycle degree. One positive example of those collected is the “Joint Lab” project of Novosibirsk State University. Trans border provision of courses in science taught in European languages by Russian and European researchers, including Nobel prize winners is a contribution to forming knowledge based society. The “JointLab” project facilitated the creation of a multimedia laboratory which is widely used for carrying international schools and conferences of experts of various scientific directions and spheres of practical activities (medicine, psychology, biology, jurisprudence, sociology, etc.). Courses are delivered in European languages. New electronic lectures are developed, and the new system of accumulation of electronic educational resources is created. Six workshops with participation of students and teachers from Germany, Great Britain and Russia have been carried out.

**c. EU Questionnaires**

As a control against the evaluation of the questionnaires sent to RF HEIs we developed a questionnaire which we called section D (Appendix 5) to be sent to EU coordinators/partners. Its content is the same as the one of Section B, though adapted to EU partner respondents. In our implementation stage we found it difficult to identify contact details for all EU partners and therefore took the decision to restrict our target group to EU coordinators of Tempus projects. A total therefore of 39 Questionnaires were sent to EU coordinators.

The rate of response was 51.3%, *i.e.* 20 responses out of 39 questionnaires sent. This is not that high a response rate given that these were the project coordinators and gives possible evidence that responses from EU individual experts would have been extremely low or even non existent. In our analysis we have only used individual expert views when our expert team could trust a guaranteed response based on a long term Tempus cooperation with a Russian HEI (as in the case of Michel Sollogoub from the University Paris I with the State University, Higher School of Economics, Moscow). Otherwise, responses have been provided by EU partner coordinators of the Tempus projects under review.

The Section D questionnaire encompasses closed questions where the response is basically expected to be: yes or no. Such responses can be aggregated in a quantitative way. Another subset of questions in the Section D questionnaire comprises open and more qualitative questions. Our expert team expected that in response to these questions coordinators would elaborate on a more qualitative assessment of how the Bologna process action lines had been introduced in the everyday functioning of our sampled Russian HEIs.

The section D questionnaire comprises 20 closed questions and 11 open questions. In fact, the exact number of closed questions is 22, since questions 15 and 22 are divided into two sub-questions. Table 1 below gives the total number of the three choices of responses (yes, no, not applicable) for each of the closed questions. The numbers in brackets in the yes column for questions 18, 19, and 20 are the total number of students (Q18) and teachers (Q19,Q20) involved in response to the question. The number of mobile students over the sampled period was 88 from 10 HEIs as stated in the table below. This however does not include a figure of 60-80 FINEC students who study in Grenoble University each year. We state this figure separately as it otherwise would skew the results.

**TABLE 1: THE RESPONSES TO CLOSED QUESTIONS FROM THE SECTION D QUESTIONNAIRE**

Questions	Total Yes	Total No	Total n.a.
Developing teaching in foreign language in Russian HEI (q1) (1=yes; 0=no)	12	8	0
Russian teachers teaching in non Russian language in your HEI (q2)	5	14	1
Easy comparison of Russian partner degrees (q4)	12	3	5
Russian partner adopted BAMA (q6)	12	3	5
Russian partner uses credits (q7)	14	3	3
Russian partner encourages 1st cycle to go on 2nd cycle (q8)	14	1	5
Similar assignment of workload to credits (q10)	9	3	8
Russian partner attaches learning outcomes to degrees (q12)	15	0	5
Russian partner aware of Tuning process (q13)	7	10	3
Expected further development of ECTS (q14)	15	2	3
Interaction in ECTS devt inside Russia (q15a)	13	4	3
Interaction in ECTS devt outside Russia (q15b)	14	3	3
Was mobility part of the project? (q16)	15	5	0
Number of Russian students in your HEI since 1.1.01 (q18)	10 (88)	2	8
Number of Russian teachers in your HEI since 1.1.01 (q19)	18 (224)	0	2
Number of your teachers teaching in the Russian HEI (q20)	14 (94)	3	3
New approaches to quality assurance (q21)	14	5	1
Interaction in QA inside Russia (q22a)	12	6	2
Interaction in QA outside Russia (q22b)	10	8	2
Russian partner dissemination of BP information to students (q26)	15	1	4
Russian partner involves students in management (q27)	6	11	3
Russian partner aware of EHEA devt (q28)	16	1	3

In order not to misinterpret the results, it is important to state that each of the sampled Tempus projects is not concerned by all the ten Bologna action lines. Often the projects cover between 4 and 7 action lines, and only one project covers all the ten action lines. Three projects cover only one action line. This explains why, facing a common questionnaire devoted to all action lines, most coordinators were not able to respond to some questions or

found them irrelevant to their project. The outcome is a number of 'non available' information (no response or do not know or irrelevant) for each question.

#### *1. Adoption of a system of easily readable and comparable degrees*

EU coordinators feel that 75% of sampled Russian HEIs, on average, disseminate easily readable and comparable information about the Bologna Process and degrees to the students (q 26). Since 20% of responses are 'n.a.', we are left with only 5% of sampled Russian HEIs which are not assessed as providing the required information to the students (5% means just one HEI in our section D sample).

The typical responses gathered from the open questions on the questionnaire mention that information about courses, teaching staff and degrees produced within a Tempus project is made available to the students by means of materials diffusion through brochures, leaflets, presentations and, basically, website exposure. The same tools are used to circulate information about the Bologna process. However, most EU respondents assess it easier to compare degrees than the exact course contents, all the more so that the Russian higher education system is still on an ongoing reform process. Sometimes it has been difficult to build a truly international teaching programme with a Russian partner. In some cases, the EU respondent mentions that, in Russian HEIs, the number of lessons is by far more important than the definition of course objectives.

Some interesting ideas and practices regarding action line 1 are the following. Among the information propagated to the students, advertising the availability of scholarships is of major importance and it is emphasised, for example, at the State University Higher School of Economics (HSE) and the State University of Economics and Finance (FINEC) of Saint Petersburg. Convening students to the consortium meetings, so that they can get all information at its source, is recommended and practised by the Law Faculty at the Lobachevski University, Nizhniy Novgorod. Comparison of curricula among Tempus project partners is also stressed. Handbooks have been written in Russian and/or foreign languages thanks to the Tempus project in some Russian HEIs.

#### *2. Adoption of a system essentially based on three cycles (Bachelor/Masters/Doctorate)*

This action line is covered by questions 6 and 8: 60% of sampled Russian HEIs are assessed by their EU partner as having adopted the BAMA (Bachelor/Master) system of degrees while 15% apparently had not adopted it (25% of 'n.a.' to q 6). This does not mean that those Russian HEIs having adopted BAMA had by the same token abandoned the former specialist degrees system, but here we have to rely on more qualitative information collected during site visits in Russia. According to EU partners, 70% of sampled Russian HEIs encourage their 1<sup>st</sup> cycle (BA) graduates to pursue in 2<sup>nd</sup> cycle (MA) studies whereas only 5% (just one sampled HEI) do not (25% of 'n.a.' to q 8). Such a result is somewhat corroborated by responses to an open question (see below) which exhibits that a BA degree has a very low value, if any, for most Russian employers.

In the responses to open questions action line 2 is touched insofar as the BAMA system (BA in particular) is assumed to improve student access to the labour market. One open question is about employment opportunities of Russian 1<sup>st</sup> cycle graduating students (q. 9). The typical response drawn from the questionnaire, section D, is that the Tempus project has promoted student employability, in particular in academic institutions, public administration and business enterprises. Usually it has provided a route to more advanced qualifications and more international labour mobility. However, the overall assessment about the Bachelor degree is that, taken alone, it has no value on the Russian labour market and it is not really recognised by Russian employers. Something should be done, probably at the government (Ministry of Education and Science) level, to advertise the work capabilities and the learning outcomes of Bachelor graduates in direction of Russian companies.

One interesting idea (quoted from the Tallinn Health College) is that Tempus projects help Russian students to be more culturally open minded and prepared to work in different countries and social systems.

### 3. *Establishment of a system of credits*

This action line is covered by questions 7, 10, 14, 15a and 15b. EU partners assess that 70% of sampled Russian HEIs do use some system of credits while 15% do not (and 15% of 'n.a.' responses to q 7). In eight cases (40% of the sample), it is specified that the Russian HEI has introduced the ECTS system. However, the workload assignment to credits is found to be similar in the Russian HEI compared to its EU partner in only 45% of cases and it is not similar at all in 15% of them (q 10). Adjusting workload to credit remains more a foreseeable than an already achieved result of Tempus projects. This position has also been confirmed during our expert team site visits in Russia. This is the reason why 75% of the sampled EU coordinators expect further development of ECTS on the side of their Russian partner, and only 10% do not see any ECTS development path in the future (q 14). These views are quite consistent with the fact that 70% of sampled Russian HEIs had interacted with partners outside Russia (basically in the EU) in previous ECTS development while only 15% had not (q 15a). It is noticeable that the three coordinators (= 15%) who did not see any interaction with foreign HEIs as regards to ECTS development are expecting further development in this area. That 65% of sampled Russian HEIs are assessed to cooperate or interact in ECTS development is rather satisfying (q 15b), but it is more worrying to witness that still 20% do not interact so far.

One of the open questions (q. 11) asks the EU respondent to assess the major differences between his/her institution and the Russian partner with respect to how workload is assigned to credits. The more common response is that different ratios of lessons hours to a number of credits are basically due to still different teaching methods in Russian HEIs. Another response is that Russian HEIs are still waiting for a final decision of the Ministry Education to apportion credits. Rather common are the observations that there is still a tendency to over-teach (in face to face teaching) in Russian HEIs while too much student home work is not included in the calculation of the workload and credits. One interesting point has been made about the system of teacher payment which is accountable for over-teaching since the more they teach the more money they get. And it is suggested that the Russian reform of higher education must come to terms with this issue.

### 4. *Promotion of mobility*

This action line is covered directly by questions 16, 18, 19 and 20, and indirectly by questions 1 and 2 that pertain to some preconditions (or teaching environment requirements) for mobility. Mobility is a part of the project in three-quarters of observed cases and is not included in one quarter of sampled projects (q 16). In fact, Russian teachers have been very mobile to their EU partner HEIs (q 19) even when mobility is not a part of the project, since they moved in 90% of observed cases (to be compared with 75% projects in which mobility is an objective). More than 224 Russian teachers in our sample have been involved and have benefited from mobility promotion. Russian students seem to benefit much less from mobility promotion than their teachers (q 18), since in only 50% of sampled Russian HEIs students went to study abroad in EU partner HEIs while in 10% of Russian HEIs they explicitly did not do it. The number of mobile students in our sample over the whole time period studied is 88, which on the whole are Masters students. However one Institution, (FINEC) sends between 60 and 80 students per year to the University of Grenoble, making FINEC the top student mobility performer. The FINEC numbers are therefore not included as they total over 350 students over the period. Foreign teachers from 70% of sampled EU partners have moved to teach in the partner Russian HEI (q 20), encompassing an overall 94 EU visiting teachers in the framework of sampled Tempus projects.

The achievement of action line 4 is facilitated whenever teaching in foreign languages is developed in a Russian HEI. Such teaching is developed in 60% of sampled Russian HEIs whereas it is definitely not in 40% of them (q 1). This is one of the most worrying results gathered from our closed questions. It must be explained and elaborated on after looking at open questions and information collected during the expert team interviews (site visits). The situation revealed is even worse when one observes how many sampled Russian HEIs had developed the good practice of having Russian (non linguistic) teachers who actually teach in a foreign language (q 2): only 25% of all the observed cases while in 70% of sampled Russian HEIs there is not one Russian teacher able to teach in a language other than Russian.

This action line is covered by one open question (q. 17) which asks what measures the Russian partner takes to eliminate any obstacle to student mobility. Information dissemination (see above) is a first measure. The adoption of the ECTS system, the recognition of exams passed abroad and diploma supplement are often mentioned. Foreign language training and, in most Russian HEIs, a careful selection of students who will benefit from mobility are stressed. Usually such selection includes criteria based on foreign language knowledge. Nevertheless, some Russian partners are assessed as being not interested in student mobility. Although promoted, mobility within Russia (across Russian HEIs) does not attract much interest from students (and even teachers). Some interesting practices are less widespread. The best one, at FINEC, is that BA students are used to have a systematic one week visit per year to EU partners, during the last year of BA. Russian partner (HSE) curricula dovetail EU partners'. Some Russian partners organise visa procedures and ticket reservation for the students. The very best practice is the one by FINEC to help students about grant possibilities for them to be hosted in Grenoble with French regional funding.

#### 5. *Promotion of European cooperation in quality assurance*

Action line 5 is covered in the section D questionnaire through three direct questions (21, 22a and 22b), but indirectly those questions on learning outcomes (q 12) and the Tuning<sup>2</sup> project (13) also can be considered as referring to the issue of quality assurance. EU partner respondents assess that in 70% of sampled Russian HEIs there are some new practices and approaches of quality assurance, but it still remains in 25% of cases in which Tempus projects have not yet paved the way for a strong quality assurance concern in Russian HEIs (q 21). It is not surprising that only 50% of sampled Russian HEIs had interacted in quality assurance with partners outside Russia (namely the EU partners in Tempus projects) and that 40% of them had not yet been involved in a process of taking advantage of a EU partner experience to improve (or introduce) their own quality assurance 'mechanics' (q 22b). The picture is slightly brighter as far as interaction across Russian HEIs (inside Russia) is concerned, since 60% of the sample has some sort of such interaction in quality assurance while 30% has not (q 22a).

On the other hand, EU partners are aware that 75% of sampled Russian HEIs attach learning outcomes to degrees (q 12) which may help in assessing and assuring quality as well as facilitating mobility and employment seeking. Most sampled Russian partners (50%) explicitly are not aware of the Tuning process, as to their EU partners (q 13). However, some responses gave the expert team the impression that the awareness of 35% of Russian partners is no more than a word (no deep understanding of the Tuning process) and that even some EU partners have not yet a crystal clear view of what the Tuning project is.

---

<sup>2</sup> The Tuning project aims at identifying points of reference for generic and subject-specific competences of first and second cycle graduates in a series of subject areas. More details can be found at [http://ec.europa.eu/education/policies/educ/tuning/tuning\\_en.html](http://ec.europa.eu/education/policies/educ/tuning/tuning_en.html)



## 6. *Promotion of the European dimension in higher education*

Action line 6 is represented by one question (q. 23) about how the Russian partner promotes the European dimension through the Tempus project. The common response mentions that major springboards for this promotion are information dissemination (see above), publications, presentations, website exposure, specific information sessions, workshops, summer schools and national and European conferences.

More interesting is the idea of using double diploma for promoting the European dimension. By its very existence, the Tempus project promotes openness to EU ideas and topics in Russia. Training sessions of Russian HEIs staffs by EU and Russian experts of the Bologna process is also valuable. Obviously, starting a degree of European studies (like the one at the Institute of European studies, MGIMO), by itself promotes the European dimension.

## 7. *Lifelong learning*

One open question (q. 24) addresses the issue of lifelong learning, and asks what measures are taken by the Russian partner to encourage lifelong learning. The most frequent responses are: allocating financial resources to lifelong learning, discussing the contents and designing specific courses for lifelong learning or, otherwise, adapting current BAMA courses to lifelong learning. Also, training courses for graduates and alumni is of course included in lifelong learning.

A good idea, though not achieved yet (at FINEC), is to definitely give up the division between young students and adults courses. Another one consists in developing five new in-service modules (HSE). Finally, a good practice, though not widespread, is to submit lifelong learning course contents to business and public partners.

One open question (q. 25) is not tightly linked with one specific action line; it is about the measures taken by the Russian partner to promote equality of access to higher education. The basic responses are: information dissemination, publishing a student handbook, free access (no fee) after a competitive entrance exam. However, some Russian HEIs are known to adopt a Western-style access through paying a high fee, without *numerus clausus*<sup>3</sup>. One suggestion from the Grenoble partner of FINEC is to lower entrance fees as much as possible and to complete the university's budget with other sources of self finance. An open access to centres for language development is also assumed to facilitate student access to the degree they wish to attend. Advertising available financial support for students, such as bank educational credit is underlined.

## 8. *The involvement of HE institutions and students in the development of the Bologna Process*

One section D question (q 27) pertains to the involvement of students in the management of Russian HEIs. In 55% of sampled Russian HEIs, there is no evidence of student involvement in management through some formalised procedure, in the view of the EU partner. Such a reality is widely confirmed by the interviews with students conducted in visited Russian HEIs which have, at best, exhibited some informal participation of students to have a say about teachings, degrees, programmes, etc. This might well be what the EU coordinators refer to when they declare (30% of cases) that students are involved in HEI management.

One open question (q. 29) asks what cooperation the Russian partner has with representatives of business and social partners within the Tempus project. Most responses refer to information dissemination toward business partners and communication with employers about how degrees fit with their needs. Business partners participation to Tempus

---

<sup>3</sup> Numerus clausus is one of the methods used to limit the number of students who may study at a University. It can be similar to a quota.

project meetings, workshops and development work of the project. Business partners offer grants, placements and internships for students.

9. *Promoting the attractiveness of the European Higher Education Area.*

Action line 9 is covered by the last closed question (28) in the section D questionnaire. It is about Russian partner awareness of the European Higher Education Area (EHEA) development: 80% of sampled Russian HEIs are aware of it and only 5% seemingly are unaware. This may be considered as a promising response for the future rather than a proof that Russian HEIs are already proactive in promoting the attractiveness of EHEA (the genuine objective of action line 9).

10. *European Higher Education Area and European Research Area – two pillars of the knowledge based society.*

In Section D, there is an open question (q. 30) which asks the respondent to describe the links between teaching and research within the Russian partner. Respondents confirm that Russian partner teaching staff participate in research since it is compulsory given the teachers status, but it is rarely real research (in the Western European understanding) coming out with new scientific results. As a proof of his statement, one witnesses a lack of international dimension in scientific publications and in international journals. Electronic tools are used for research. Usually, new BAMA courses are research-linked or even research-based. Teaching staff supervises PhD dissertations. One explanation of such a situation is also that Russian HEIs research budgets are low by EU standards.

A last open question (q. 31) asks the EU partner respondent to assess the overall influence of the Tempus project on the adoption of the Bologna process. The influence is assessed as highly positive. In particular, it helps improving the Russian partner teaching staff in terms of methodology and course contents, it helps networking across Russian HEIs, it helps introducing all 'the mechanics' of the Bologna process such as diploma supplement, quality assurance, benchmarking, a system of credits, mobility and so on. It provides a step forward to creating the European Higher Education Area. It is significant in disseminating information about the Bologna process to business and social partners. It helps completing the reform of Russian higher education – which is driven by the Ministry – with a top down move.

One suggestion is to develop a system of distance learning throughout Russian and EU partners to spread the BP influence further and wider. Another one is to look for the sustainability of the process through self-financing which must be the aim of Russian partners in a longer run.

5. **Good practice examples on the implementation of the Bologna Process**

From our site visits and our analysis of the completed questionnaires we have arrived at the following list of good practices categorised against the relevant action line. It is not our intention to give the impression that these are the only examples of good practice regarding the implementation of the Bologna Process through the use of the Tempus programme. The list simply comprises those we identified with, in our judgment, strong supporting evidence.

In the following subsections on the 10 action lines we precede the list of good practice examples with a statement on the action line and a discussion of possible misunderstandings regarding their implementation.

a. **AL1 - Adoption of a system of easily readable and comparable degrees**

The description of degree programmes provided by HEIs across the EHEA and the availability of those descriptions to all stakeholders (students, parents, employers, governments) is clearly important as it enables those stakeholders to be well informed as to the content and purpose of degree programmes. The provision of information on degree programmes also facilitates comparability across the EHEA. This action line appears to be well understood by HEIs. Comparability of degree programmes has been enhanced within Tempus projects

through the introduction of double diplomas, the mobility of students and staff, and collaboration on quality assurance.

The examples of good practice which follow have demonstrated their clear understanding of these principles. Some examples given concern to the provision of information relating to general matters of HEI operation which we feel are examples of good practice regarding the provision of information to improve transparency.

Project ID: UM\_JEP-26017-2005-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Nizhny Novgorod State University named after N I Lobachevski

RF Partner HEIs: **Nizhny Novgorod State University named after N I Lobachevski**

Nizhny Novgorod State University named after N I Lobachevski has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A comparison of curricula with European partners was made and its further modernization in order to have full comparability is realized. As an example a Master programme in Economics developed in cooperation with the European partner-universities (University of Roskilde, University of Calabria) in accordance with the Bologna principles was introduced into the educational process. It is fully compatible with the respective programmes of the university-partners. The Diploma Supplement was introduced in the Law Faculty and new 2 cycle compliant degrees developed in three Faculties.

Project ID: SM\_SCM-T034B04-2004-TACIS

Title: Russian Association of University Managers and Administrators pursuing Bologna objectives.

Coordinating University: Universitat des Saarlandes

RF Partner HEIs: **Tomsk Polytechnic University, Tver State Medical Academy, Tver State University, Ministry of Education of the Russian Federation**

This project which was involved with developing understanding of the Bologna Process amongst HEI Administrators and Managers provided extremely useful information on matters such as financial management, and the management of research Departments. The dissemination of the deliverables was widespread and HEI administrators and managers from 25 RF HEIs were involved in the project. The project coordinator assesses that the impact of the project in initiating networking amongst RF HEI administrators and managers was significant.

Project ID: CD\_JEP-24048-2003-TACIS

Title: Developing a curriculum for Physiotherapy in Russia

Coordinating University: Kingston University, UK

RF Partner HEIs: **St Petersburg State Medical Academy, St Petersburg State Academy of Physical Education named after P F Lesgaft, St Petersburg Early Intervention Institute**

This project was essentially concerned with introducing the profession of physiotherapy in Russia through the collaborative development of physiotherapy curriculum in harmony with European standards and to be accredited by the Russian Ministry. The project has successfully developed a range of courses. Eight separate courses were developed in key areas of physiotherapy teaching. Student handbooks written in Russian on all the courses were developed by Russian teachers, after appropriate training. These course handbooks were translated into English and quality assured by individual experts of the Tempus project. At present the accreditation of the programme is still awaiting State approval due to major revisions of State Standards.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

Within this project information about the Bologna Process, the system of credits and the comparison of curriculum have been coordinated between Bogorodsk College and Tallinn Health College. In Pirkanmaa and Nizhny Novgorod HEIs easily readable and comparable course curriculum, information about the aims, credits, practical training and the evaluation of courses has been developed. Information concerning writing learning diaries leaflets and articles as well as how to plan lectures in nursing has also been developed within the project

Project ID: CD\_JEP-24057-2003-TACIS

Title: Master in Economic Sociology supported by ECTS in Novosibirsk going towards educational reform.

Coordinating University: Universita' Cattolica del Sacro Cuore di Milano, Italy

RF Partner HEIs: **Novosibirsk State University**

All information about degrees is readable on the website of the Centre of European Studies at NSU. Regular information sessions and reports are usual at Department/Faculty and Institutional level on ECTS, DS and related project activities Information materials and guidelines on ECTS and Bologna Process were produced and published and made available to all NSU staff. A Joint Lab has been developed in the Physics department both for information dissemination and teaching through video-conferences. Now roughly 100 video-conferences per year are organised, some are international (in English). The Joint Lab is also used to organise scientific conferences with Italian HEIs, to pass mutual exams with the Ecole des Mines (Paris) in a double diploma programme, to proceed with the selection of applicant students, and to exhibit the University's results ("advertising", dissemination). The same video-conference technology (you click on the screen, not on the computer) has been adopted in Cambridge afterwards. Roughly 2,000 connections per day to the Joint Lab are registered (of which about 1,000 intra-NSU connections). NSU has published 15-20 textbooks (in English) which are now used on an international level (in economics, econometrics and sociology). NSU publishes and disseminates a Tempus Bulletin, a University booklet and exposes all information on a (intra-NSU) web site. Expositions, exhibitions and fairs are organised in Germany, in Novosibirsk, at the Siberian branch of the Academy of Sciences, etc., where former students success stories are presented. A project final dissemination event at NSU was convened on June 06.

Project ID: JEP\_NP-21042-2000-TACIS

Title: EURO-CASPY Regional Network of Universities

Coordinating EU University: Astrakhan State Technical University

RF HEI Partners: **Astrakhan State Technical University, Astrakhan State Pedagogical University, Dagestan State University, Kalmyk State University, Association of the State Universities of the Caspian Region States, Astrakhan Region Administration, State Administration for Fisheries of the Russian Federation, Humanitarian Foundation Assistance, JSC Marine Shipbuilding Plant, Astrakhangasprom, Svyazinform.**

Astrakhan State University has held a number of Tempus projects starting with this one but including projects JEP-NP-22129-2001, JEP-25070-2004, JEP-26108-2005, JEP-26171-2005, and T009A06-2006. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A multilingual educational environment for students (at least 2 foreign languages for the whole period of studying, including Farsi, Arab, Turkish, Chinese) has been established. Bilingual programmes have been elaborated; additional contact hours for language studies introduced to equip a graduate with at least 2 foreign languages. Mutually recognised curricula and

courses have been elaborated together with EU partners. Learning outcomes are being developed for 15 educational modules under JEP 25070\_2004. Expert councils were established within the project's framework on selection of the best courses for comparable degree programmes, QA according to European standards and the introduction of ECTS.

Project ID: CD\_JEP-24018-2003-TACIS

Title: Création de masters professionnalisés des gestion en Sibérie Orientale

Coordinating University: Baikalsky State University of Economics and Law

RF Partner HEIs: **Baikalsky State University of Economics and Law, East Siberian State University of Technology, Yakutsk National University**

The Baikalsky State University introduced information packages on ECTS in Russian and English, self-study guidelines for all the programmes, double Diploma programme together with Nice University Sofia-Antipolis (France) and a Russian-French Department. All the major courses have been reviewed and the levels of training introduced. Video-conferences on the classes, electronic manuals and text-books were created. Under the management of the Yakutsk National University a network of universities and colleges from 8 countries of Arctic region (Russia, Canada, USA, Sweden, Norway, Finland, Iceland, Denmark) was established under the name "Arctic University". It has international academic programmes, a mobility programme and joint research. Courses from Arctic University are incorporated into all the programmes taught at Yakutsk National University. There are several programmes with EU partner universities: a joint programme with Universities from France, UK and Portugal in Human Resources management (within TRIMAGES project); joint two diploma programmes with Nice-Antipolis University. The Yakutsk National University provides the graduates with EU diploma supplements.

Project ID: CD\_JEP-24158-2003-TACIS

Title: Understanding European Governance in the North Western Regions of Russia

Coordinating University: European University at St Petersburg

RF Partner HEIs: **European University at St Petersburg, Petrozavodsk State University, Pomor State University named after M V Lomonosov.**

Detailed complex information is offered on the programmes on matters such as how to apply & to study, the status of the University and type of the graduation documents, the curricula & programmes, the staff, and the labour market perspectives. Programmes meet requirements for EU universities. They provide a good and effective combination of research and teaching - both teachers and students publish at referred international journals, students actively participate at international conferences and summer schools, thus proving they have good quality training; they do full scale quality assurance, ranging from double check of written assignments, foreign experts invited to review the final papers, huge library, meeting international standards established and full access, etc.; their international programmes do attract good in-flow of high quality students from EU countries and the US. In the responses to the questionnaire they described the system of teaching they established - it aims at Ph. D. students and second level students. The university provides high quality training for them. A set of courses were prepared on European governance; a number of books (including those presented at the workshop) was written and published; a number of students (24 from RF, 30 from EU) participated in mobility programmes within the project; 20 Russian teachers from all partner universities and 14 EU teachers from EU partner universities took part in mobility programmes within the project as well. The aim for teachers' mobility was development and upgrading of the courses on EU governance. The training component was one of the elements of the project (it was developed within the project) and involved active cooperation with regional authorities and representatives of local government.

Project ID: CD\_JEP-23047-2002-TACIS

Title: Russia and the EU - an innovative Curriculum Development initiative to introduce a European Dimension into the curriculum of Kaliningrad State University

Coordinating University: Kaliningrad State University

RF Partner HEIs: **Kaliningrad State University, Administration of the Kaliningrad Region.**

Within this project the Kaliningrad State University integrated new curricula, implemented the validation of Double diploma programmes, undertook joint projects on compatibility of quality assurance systems (together with Finland, Denmark, Sweden). The students receive information on the programmes from written manuals which are accompanied by a CD-ROM.

Project ID: SM\_SCM-T005A05-2005-TACIS

Title: Education tout au long de la vie - Métiers du tourisme de l'hôtelière et de la restauration

Coordinating University: Groupement d'internet public de l'académie de Grenoble, France

RF Partner HEIs: **Khakasia State University, Ural State Technical University, College of Commerce and Economics Yekaterinburg, Professional secondary school in cooking and catering, Regional Ministry of Commerce, Food and Services Yekaterinburg, Regional Ministry of Education, Regional Ministry of International Affairs, Regional Ministry of Tourism, Physical Culture and Sports, Agency (Office) for Tourism "Krilya" , Ural Association of Tourism Professionals, Association of Restaurateurs of the City of Yekaterinburg, Council for Cooking and Catering of Yekaterinburg.**

Functional maps were developed for 11 professions in tourism and service industry (link to the learning outcomes). A number of activities were made together with employers to identify the main requirements of the graduates of the new programme: round table discussions, questioning the stake-holders, formalized interviews with experts. There was also active interaction with Government agencies involved (Ministry for Education and Science, Employment Service, etc.). The new programme was designed as 2-cycles although the current share of BAMA remains rather low (2,5% of BA, 9% of MA students)

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The University offers bilingual (Russian-German, Russian-English) courses in Pedagogic, Psychology, HR Management, Management. The programmes are compatible with those of EU partners according to the content and assessment methodology. They offer a Double diploma programme, where foreign students study. The University is actively involved in consultations with foreign experts, its teachers participate in seminars and workshops, analyse foreign educational programmes, and continue developing bilingual courses to make comparable programmes.

Project ID: CD\_JEP-23169-2002-TACIS

Title: Development of undergraduate and graduate programmes for International Marketing, International Law and Intercultural Communication (in Business Law) at Pomor State University

Coordinating University: Pomor State University named after M V Lomonosov

RF Partner HEIs: **Pomor State University named after M V Lomonosov**

The University has developed Web-site, booklets, and held exhibitions in Arkhangelsk, India and China. Double diploma programmes and Joint diploma programmes have been developed.

Project ID: SM\_SCM-T034A05-2005-TACIS

Title: Reforme du Manangement Financier des Universites

Coordinating University: Saratov State Technical University

RF Partner HEIs: **Saratov State Technical University, Federal Agency on Education.**

Saratov State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-00236-1993, JEP-10040-1995, JEP-03028-1996, JEP-10356-1997, JEP-10808-1999, JEP-23094-2002, and JEP-25020-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

All the courses elaborated under Tempus were designed with EU partners. Joint programmes titled Bridge: Web-oriented technologies (together with University of Western England), and Hospitality Management (with Brighton University). There are two official web-sites of the University: Russian [www.sstu.ru](http://www.sstu.ru) and English <http://www.sstu-edu.com/>. They hold over 20 agreements on mutual cooperation with EU universities.

Project ID: CD\_JEP-26211-2005-TACIS

Title: Bachelor/Master Studium in Umwelttechnik

Coordinating EU University: Fachhochschule Koeln

RF HEI Partners: **Volgograd State Architectural and Engineering Academy, Volgograd State University**

This project developed Bachelor/Masters programmes in Environmental Technology. Prior to this project the University had developed international links. A joint programme between the University and the Higher Professional School at Cologne was launched in 1991. Bilingual education aimed at providing graduates with two diplomas was launched. In 1994 BA studies in Construction were started with special training in German language and a number of professional courses in German. The programme meets both the requirements of Russian Ministry of education and Higher Professional School at Cologne. A total of 227 Bachelors graduated from this programme, 14 out of them defended the final paper in German and got German degree of certified engineer. Eight students are currently studying in the partner University (Higher Professional School at Cologne). New teaching materials, including glossaries, were prepared in 2 languages by the joint team of teachers for the students from the two countries. Russian-German dictionary on road construction was published.

Project ID: CD\_JEP-25201-2004-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Fachhochschule Koeln

RF Partner HEIs: **Nizhny Novgorod State Technical University, Nizhny Novgorod State University for Architecture and Civil Engineering, Volga-Vyatka Public Service Academy**

Courses are developed in a foreign language within the TEMPUS project and Russian teachers are involved. The University works collaboratively with its partners to approve the curriculum apply a module approach, use ECTS. Degree programmes in International Business have been developed.

Project ID: CD\_JEP-25236-2004-TACIS

Title: ICM curriculum adaptation to the two-level system

Coordinating EU University: Universidad de Cadiz, Spain

RF HEI Partners: **Russian State Meteorological University, St Petersburg**

Student mobility was developed with Aveiro University (Portugal) and Cadiz University (Spain). Within this project the Russian State Meteorological University has used the education materials of European colleagues, held continuous consultations with European colleagues during the development and implementation of new educational academic courses and modules. There is an agreement on mutual recognizing of Master curriculum on ICM (developed within frame work of Project implementation) and furthermore the content of teaching modules has been agreed and adopted. The Diploma supplement is being introduced starting from 2007

Project ID: SM\_SCM-T027B05-2005-TACIS

Title: Tuning Educational Programmes in Russian Higher Education Institutes

Coordinating University: Rijksuniversiteit Groningen, The Netherlands

RF Partner HEIs: **State University Higher School of Economics, Russian Peoples Friendship University, Tomsk State University, and the National Training Foundation, Moscow.**

Within this project the collaborators used international "TUNING" methodology to provide programme descriptions using the same terminology and implying the same competence based, student oriented approach to programme structure design.

**b. AL2 - Adoption of a system essentially based on three cycles**

Originally this action line focused on the adoption of a system based on two cycles of degrees, the first cycle being of at least 3 years in duration and the second of at least one year. The move towards the three cycle system, which includes the doctoral cycle, is seen as providing a complete picture of the education levels in HEIs. The adoption of the three cycle system provides a mechanism to more easily compare qualifications across the EHEA. It is not intended as a mechanism to create absolute uniformity across the EHEA. The nature and purpose of the different cycles should be clear so as to aide comparability. Each degree programme in a particular cycle should have clear access statements and clear statements of learning outcomes. It should be remembered that the original reasoning behind the introduction of the first two cycles as apposed to one long degree (the specialist degree in the Russian Federation) was to provide an early exit point for students. It is therefore crucial that first cycle degrees learning outcomes are linked to the needs of employers.

The examples of good practice which follow have been chosen as they have demonstrated a clear understanding of how to introduce a 3 cycle system.

Project ID: CD\_JEP-25236-2004-TACIS

Title: ICM curriculum adaptation to the two-level system

Coordinating EU University: Universidad de Cadiz, Spain

RF HEI Partners: **Russian State Meteorological University, St Petersburg**

This project is highlighted as good practice under action line 2 as the project made great efforts to establish BAMA and in particular to work with public administrators, employers, non Governmental organizations (NGO's) and other HEIs to specifically increase the employability of 1<sup>st</sup> cycle graduating students.

Project ID: CD\_JEP-25165-2004-TACIS

Title: Economie des Entreprises et Integration Internationale (EE2i)

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **St Petersburg University of Economics and Finance (FINEC)**

The project developed a two year Masters programme in Business Enterprise Economics in collaboration with its EU partners. The first year is common to all partners whilst in the second year each partner offers different specialist courses. Their French partner has suggested that they introduce a "professional Bachelor degree" as used in France ("Licence Professionnelle") which will be designed specifically to meet the demands of employers. This is aimed at increasing awareness and suitability of Bachelor degrees and to increase employability of Bachelor level graduates.



Project ID: UM\_JEP-21118-2000-TACIS

Title: Quality in Education for the New Millennium

Coordinating University: Cranfield University, UK

RF Partner HEIs: **St Petersburg State Electro technical University, Moscow State Institute for electronic Technology, Moscow State University of Technology named after Stankin, and the European Quality Centre (Moscow).**

St Petersburg State Electro technical University has held a number of Tempus projects. This project being their first. They have also held the following projects JEP-22254-2001, JEP-22135-2001, and JEP-23194-2002, JEP-25085-2004 and SCM-T032B04-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The University has been developing its two cycle system (BAMA) for many years and the University stated that they will be 100% BAMA by the start of the 2007-2008 academic year.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

Within this project programmes have been introduced with a good convergence between Russian and UK courses.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

Within this project a BA in Nursing Education has been developed in Bogorodsk and an MA in Nizhny Novgorod. New practical training in diabetes schools and the introduction of self-care guidance courses has increased the employment opportunities of the BA graduating students. The BA students are also welcome to work in Tallinn after graduating.

Project ID: CD\_JEP-24105-2003-TACIS

Title: Hochschulnetzwerk zur modularen Juristenausbildung

Coordinating University: Ernst Moritz Arndt Universitaet Greifswald, Germany

RF Partner HEIs: **Irkutsk State University, Krasnoyarsk State University, Omsk State University, Tomsk State University**

Within this project BAMA as been developed. The example of good practice is in relation to the effort made to disseminate information concerning the value of graduating 1<sup>st</sup> cycle students in order to optimise the employability of this student group.

Project ID: CD\_JEP-26033-2005-TACIS

Title: Introduction of a Masters in European Integration Studies

Coordinating University: College of Europe Bruges, Belgium

RF Partner HEIs: **Moscow State Academy of Law, Moscow State Institute of International Relations, St Petersburg State University.**

Within this project the European Studies Department of St Petersburg State University has transferred 90% of its student population to BAMA. The Masters degree in European Integration studies was established at Moscow State Institute of International Relations, with the target group of students being those that have a first degree and have worked within the Russian civil service for a period of time.

Project ID: CD\_JEP-25218-2004-TACIS

Title: Distance Abrogation: E-learning Classes Organisation and Network Development in Ural Region

Coordinating University: Ural State Technical University

RF Partner HEIs: **Ural State Technical University, Perm State Technical University, South Ural State University, Regional Ministry of Education, Ministry of International Relations of Sverdlovsk, Chamber of Commerce and Industry for the region of Sverdlovsk.**

Ural State Technical University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10775-1999 and JEP-21186-2000. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

There are 17 BA degrees, 7 MA degrees with currently approximately 300 BA students and 100 MA students. They won an Innovation grant to develop a 2 cycle system. The Innovation project applies to three areas, Metallurgy, the Atomic Industry, and Radio and IT technologies. New academic standards are being developed currently. They plan to increase the number of BA students in these key sectors by a factor of 10. They have proposed 10 new BA programmes and are investing 400M Roubles (10,768 M €). While developing new academic standards they have some freedom and the new programmes are being developed based on the main aims of the Bologna Process. The curriculum will be made taking employers views into account using a competence approach and using a credit system in their design. They will issue Diploma Supplements to all students in time. They are also developing new study methods for students.

**c. AL3 - Establishment of a system of credits**

Credit systems are well established across the world and the common factor that they all have is that credits are awarded when a student achieves a grade defined as being a "pass". Credits are therefore normally associated with elements of a degree programme which we will refer to as a "course". In a credit system the academic year consists of a number of courses. By "passing" all the courses in a given year the student acquires all the credits associated with those courses.

The preferred credit system in the EHEA is the ECTS system. This system defines an academic year as being 60 ECTS credits and it links student workload to credits. The total student workload is defined usually at National level and does vary across the EHEA. A simple way to define this total annual workload is in a number of hours available. For example in Russia there are a total of 42 weeks in an academic year and if we assume a working week of 45 hours we arrive at the total number of hours available of 1890 per year. The nominal range in the EU is 1200-1800 hours per academic year. How these hours are divided amongst the courses that are required to be taken in a year by a student is a matter of programme design and academic judgment. The important point is that the actual workload given to the student for a particular course should match the number of credits associated with the course. A course listed as having a value of 10 ECTS credits in the example given here should require a student workload of 250 hours. It is important to note that student workload is defined as everything a student does in association with the course. This includes all their private study such as reading and completing coursework. It includes all the formal teaching such as lectures, seminars, laboratories.

It is important to understand that students are not awarded the credits in the ECTS system until they demonstrate, through assessment, that they have achieved the learning outcomes of the course.

Regarding implementation of the ECTS system in the Russian Federation it is common to find a rather mechanical, mathematical approach where the penetration of understanding by students and teachers is very low.

The examples of good practice which now follow under this action line have shown a good understanding of these principles.

Project ID: UM\_JEP-21118-2000-TACIS

Title: Quality in Education for the New Millennium

Coordinating University: Cranfield University, UK

RF Partner HEIs: **St Petersburg State Electro technical University, Moscow State Institute for electronic Technology, Moscow State University of Technology named after Stankin, and the European Quality Centre (Moscow).**

St Petersburg State Electro technical University has held a number of Tempus projects. This project being their first. They have also held the following projects JEP-22254-2001, JEP-22135-2001, and JEP-23194-2002, JEP-25085-2004 and SCM-T032B04-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A credit system was adopted in 2006 in the Faculty of Economics and Management and extended on other Faculties in 2007. ECTS is used for transfer for mobile students and for accumulation by all other students since 2007.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

Courses developed within this project have had ECTS credits associated with them with a standard credit value of 10ECTS credits per course. The courses have been designed from a student workload perspective taking into account all the student activities associated with the courses. Although this is not yet applied across the HEI the intention is for these courses to act as models for the rest of the HEI. All the developed courses have aims and learning outcomes stated as standard. The assessment methodology has also been adapted to ensure testing of learning outcomes.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

Within this project the ECTS system of credits has been implemented in a correct manner taking into account all the student workload (theory, practical training, literature and independent studies, classes). The total workload for the year is estimated at 1800 which is the highest estimation within the EHEA but is in keeping with the workload model used in the partner country Finland.

Project ID: CD\_JEP-23169-2002-TACIS

Title: Development of undergraduate and graduate programmes for International Marketing, International Law and Intercultural Communication (in Business Law) at Pomor State University

Coordinating University: Pomor State University named after M V Lomonosov

RF Partner HEIs: **Pomor State University named after M V Lomonosov**

In 3 Departments credits are used both as transfer and as cumulative components of the educational process. They have used the method developed by the Russian Peoples Friendship University and run the trial as a member of an experimental network approved by the Ministry.

Project ID: CD\_JEP-25201-2004-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Fachhochschule Koeln

RF Partner HEIs: **Nizhny Novgorod State Technical University, Nizhny Novgorod State University for Architecture and Civil Engineering, Volga-Vyatka Public Service Academy**

Within this project the reassessment of all kinds of student' workload has been made in the "International Business" programme of study. Learning outcomes and credits have been applied to the course modules.

**d. AL4 - Promotion of mobility**

Mobility of teachers and students is a powerful mechanism for sharing information on all aspects of higher education. It is however important to establish good procedures for extracting and disseminating the information obtained as a consequence of mobility. HEIs should make every effort to design into their mobility programmes such procedures. In the examples of good practice below we see clear evidence of this.

The examples of good practice which now follow under this action line have shown a good understanding of these principles.

Project ID: CD\_JEP-25165-2004-TACIS

Title: Economie des Entreprises et Integration Internationale (EE2i)

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **St Petersburg University of Economics and Finance (FINEC)**

This project and others preceding it have led to very strong student mobility way in excess of other RF HEIs. They now have typically between 60-80 students studying in Grenoble per year On top of this RF Masters students spend at least one intensive teaching week per year at a partner HEI (Grenoble, Rome, and Cracow). The project has also been successful in gaining grants for RF students from the Rhone-Alpes region who study at the University of Grenoble.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

The design of the curriculum developed in this project closely follows the curriculum at the UK partner making it easy for students to study at the UK partner HEI and to receive ECTS credits towards their RF degree. There has also been extensive staff mobility throughout between the consortium HEIs.

Project ID: CD\_JEP-25146-2004-TACIS

Title: Formation des Facultes de Droit de Nijni Novgorod et de Saransk au processus de Bologne

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **Nizhny Novgorod State University named after Lobachevski**

Within this project 85% of the Lobachevski Law students have undertaken mobility to Grenoble. A total of 12 students have received an Eiffel grant and others have been awarded grants from the Rhone-Alpes region during three Tempus projects. Examinations passed by students whilst studying in Grenoble are recognized by Lobachevski as elective courses. During their Masters studies students undertake a compulsory internship which in some cases is taken in Grenoble. Students receive Diploma Supplements upon graduation. Teacher

mobility within the project is targeted towards Lobachevski young teachers who spend a period of time at Grenoble (1-4 months) in order to experience different teaching methods and adapt them for their teaching in Russia.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

Mobility between the Russian HEIs and Tallinn is strongly encouraged and information is provided to students about available projects, in which country they are located, who will work with them, and the local culture. Assistance is also given to visa application and travel arrangements. Mobility to Tallinn is aided because in Tallinn many teachers, nurses, and students speak Russian. Regarding future mobility of the students on the programmes there is a move for the Russian teachers to learn English and to use English literature in their teaching. There are some first examples of courses for nursing students taught in English.

Project ID: CD\_JEP-23047-2002-TACIS

Title: Russia and the EU - an innovative Curriculum Development initiative to introduce a European Dimension into the curriculum of Kaliningrad State University

Coordinating University: Kaliningrad State University

RF Partner HEIs: **Kaliningrad State University, Administration of the Kaliningrad Region.**

University has 53 cooperation agreements with foreign partners. Average mobility rate for the students is 500 annual (about 3000 since January 2001). About 100 teachers go abroad per year (about 600 since January 2001). Special visa-information unit helps the students and the teachers to apply for a visa.

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The University has signed cooperation agreements with 19 universities from 11 countries. Students and teachers are informed about the educational programmes of foreign universities (including distance-learning) and grant competitions. With reference to supporting mobility the University provides consultations for applicants, financial support to mobile students and teachers. It is planned to provide mobile students with special scholarships. They have had 510 mobile students and 590 mobile teachers since January 1 2001.

Project ID: CD\_JEP-24158-2003-TACIS

Title: Understanding European Governance in the North Western Regions of Russia

Coordinating University: European University at St Petersburg

RF Partner HEIs: **European University at St Petersburg, Petrozavodsk State University, Pomor State University named after M V Lomonosov.**

At Petrozavodsk University information on mobility opportunities is widely disseminated (web, direct mail, information boards, consultations). Eight Departments have managers for international projects, supporting the international mobility of the staff and the students. A special language school assists teachers and students in preparing for tests and

examinations, necessary for international programmes. Approximately 180 students and about 900 teachers have been mobile since January 1 2001.

Project ID: CD\_JEP-23169-2002-TACIS

Title: Development of undergraduate and graduate programmes for International Marketing, International Law and Intercultural Communication (in Business Law) at Pomor State University

Coordinating University: Pomor State University named after M V Lomonosov

RF Partner HEIs: **Pomor State University named after M V Lomonosov**

As a consequence of developing mobility through Tempus 45 current projects have mobility as a component of their objectives. The University has raised the requirements towards language skills of the students, opens the opportunity to receive international language certificates, and provides individual study trajectories for language development. Approximately 700 students and over 300 teachers from the University have been mobile since January 1 2001.

Project ID: SM\_SCM-T034A05-2005-TACIS

Title: Reforme du Manangement Financier des Universites

Coordinating University: Saratov State Technical University

RF Partner HEIs: **Saratov State Technical University, Federal Agency on Education.**

Saratov State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-00236-1993, JEP-10040-1995, JEP-03028-1996, JEP-10356-1997, JEP-10808-1999, JEP-23094-2002, and JEP-25020-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A Department for international collaboration informs Departments and students on mobility opportunities, helps in preparing applications and finding potential partners abroad. The University offers special linguistic training, and examinations for foreign language certificates for those who plan to participate in mobility programmes. This activity is supported within JEP 25020-2004 together with partners from Surrey University (UK) and Oldenburg University (Germany). 78 students and 353 teachers took part in mobility programmes since January 1 2001.

Project ID: CD\_JEP-25186-2004-TACIS

Title: Master in Environmental Law and Policies in the Russian Federation

Coordinating University: Tambov State Technical University

RF Partner HEIs: **Tambov State Technical University, Udmurt State University**

The Udmurt State University attracts foreign lecturers (within DAAD, Fulbright, Robert Bosch Foundation, etc.) and international foundations; holds regular information and teaching seminars on international programmes, grants and stipends. A Department for international and grant programmes assists both students and teachers in preparing their applications.

218 students and 537 teachers have been mobile since January 2001

Project ID: UM\_JEP-26017-2005-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Nizhny Novgorod State University named after N I Lobachevski

RF Partner HEIs: **Nizhny Novgorod State University named after N I Lobachevski**

Nizhny Novgorod State University named after N I Lobachevski has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

As a consequence of the Tempus projects 41 Russian students, 23 Russian and 14 English teachers have participated in mobility. Recognition procedures for study periods and study results made abroad have been implemented, additional financial sources for students' mobility are found and additional foreign language courses are organized for students on a regular basis.

Project ID: CD\_JEP-25201-2004-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Fachhochschule Koeln

RF Partner HEIs: **Nizhny Novgorod State Technical University, Nizhny Novgorod State University for Architecture and Civil Engineering, Volga-Vyatka Public Service Academy**

The University has developed strong financial support for mobility and so far within the project has supported 6 Russian students and 6 Russian teachers to undertake mobility. The study programmes have been designed to fit well with the partners and to be of international standards.

Project ID: CD\_JEP-26033-2005-TACIS

Title: Introduction of a Masters in European Integration Studies

Coordinating University: College of Europe Bruges, Belgium

RF Partner HEIs: **Moscow State Academy of Law, Moscow State Institute of International Relations, St Petersburg State University.**

Within this project mobility of staff is strong and student mobility is assisted by a specialised office in the University.

**e. AL5 - Promotion of European cooperation in quality assurance**

Quality assurance is of prime importance to HEIs and it is through QA that HEIs provide transparency to the procedures and processes they use to guarantee the quality of their degree programmes. QA within the EHEA is now guided by the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" produced by the European Network for Quality Assurance in Higher Education (ENQA - [www.enqa.eu](http://www.enqa.eu)). Cooperation in quality assurance can occur at many levels but in the main within the Tempus projects we have analysed the cooperation is between HEIs within the Russian Federation and across the EHEA with the aim to establish clear policies and procedures for QA within HEIs.

In the examples of good practice which follow it is shown that a variety of good practices have been established ranging from a wide and deep introduction of QA involving the whole HEI to specific pilot projects within specific degree programmes.

Project ID: SM\_SCM-T032B04-2004-TACIS

Title: Improving University Management through self-assessment

Coordinating Institution: University of Cranfield, UK

RF Partner HEIs: **Moscow Institute of Electronics and Mathematics, St Petersburg State Electro technical University**

Within the limitations of a small structural measures project (€132,650) the partners implemented QA procedures largely based on EU practices and enabled the partners to give their QA procedures a European dimension and thus facilitated the development of a common European space for HE in line with the Bologna Process.

Project ID: CD\_JEP-25165-2004-TACIS

Title: Economie des Entreprises et Integration Internationale (EE2i)

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **St Petersburg University of Economics and Finance (FINEC)**

Through this project FINEC have established a QA Centre at the International Institute of Economics and Politics with the emphasis on the establishment of the Centre being cooperation with their EU partners.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

Within this project UK validation procedures with the joint degree have required the RF HEI to develop procedures and processes on such topics as student appeals, representation, and assessment. There has been “benchmarking” of the HSE courses against those of EU partners. At the course level major changes have been made including the introduction of external examiners, double marking, annual course monitoring and student satisfaction surveys. Staff members were trained both in the UK and in the RF regarding QA at course level.

Project ID: CD\_JEP-25146-2004-TACIS

Title: Formation des Facultes de Droit de Nijni Novgorod et de Saransk au processus de Bologne

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **Nizhny Novgorod State University named after Lobachevski**

Through this project teachers from the Lobachevski Law Faculty have prepared new courses in collaboration with their French partner teachers. The courses are validated both by the Grenoble Law Faculty and by the Scientific Council of the Lobachevski Law Faculty. The HEI has also developed an active QA office which undertakes comparability studies, helps teachers to network, and promotes the material jointly produced by the HEI and their partner EU HEI.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

The project has initiated QA groups in Nizhny Novgorod and Tallinn. All partners have their own QA themes. The project has developed and used QA questionnaires with all the partners. Pirkanmaa University of Applied Sciences has had the main responsibility and has also received support from the Consulting, Adult Education Institute of Eastern Finland (ISAI). The quality evaluation has been developed in the Russian partner HEIs. The quality assurance group developed in Nizhny Novgorod is responsible for following the project results, hold regular meetings and writes QA reports for the project.

Project ID: CD\_JEP-24057-2003-TACIS

Title: Master in Economic Sociology supported by ECTS in Novosibirsk going towards educational reform.

Coordinating University: Universita' Cattolica del Sacro Cuore di Milano, Italy

RF Partner HEIs: **Novosibirsk State University**

This project developed a set of tools for quality assessment which were designed to take account of students needs. The “Evaluation Tool” developed by the Centre of European Studies (CES) was used to develop a Masters in Economic Sociology and was also



disseminated for use by other HEIs. The tool was also used by the University Quality Assessment group ([www.nsu.ru/smk](http://www.nsu.ru/smk)) and by the Faculty of Natural Sciences.

Project ID: JEP\_NP-21042-2000-TACIS

Title: EURO-CASPY Regional Network of Universities

Coordinating EU University: Astrakhan State Technical University

RF HEI Partners: **Astrakhan State Technical University, Astrakhan State Pedagogical University, Dagestan State University, Kalmyk State University, Association of the State Universities of the Caspian Region States, Astrakhan Region Administration, State Administration for Fisheries of the Russian Federation, Humanitarian Foundation Assistance, JSC Marine Shipbuilding Plant, Astrakhangasprom, Svyazinform.**

Astrakhan State University has held a number of Tempus projects starting with this one but including projects JEP-NP-22129-2001, JEP-25070-2004, JEP-26108-2005, JEP-26171-2005, and T009A06-2006. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A joint expert council on QA was created under Tempus with EU Universities. A special Centre on Quality Control was also established, and the position of vice-rector on Quality of education introduced. The principles of ISO 9001:2000 Total Quality Management, and the Mission and Policy in quality management were developed. The University has participated in the Federal Education Agency competition on Quality of graduates since 2005. The university organizes joint expert educational councils with its EU partners on quality issues and receives consultations on means of more effective education from the EU partners.

Project ID: CD\_JEP-24018-2003-TACIS

Title: Creatino de masters professionnalisésdes gestion en Sibirie Orientale

Coordinating University: Baikalsky State University of Economics and Law

RF Partner HEIs: **Baikalsky State University of Economics and Law, East Siberian State University of Technology, Yakutsk National University**

The University introduced information system providing all the students with necessary methodical materials. They also introduced Information system for university management, in collaboration with students, teachers and administrators. A rating evaluation system was introduced for both teachers and students. All the students are questioned anonymously to provide feedback on teaching.

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

QA is an element of strategic management – it is incorporated into the Strategy for University development until 2010. According to it a number of programmes and projects aim for raising the quality of education, and the system for Quality management is being introduced. Reliability of assessment is secured through a sequence of publicly known criteria, regulations and procedures. The University undertakes surveys of teachers and students on their satisfaction, it runs internal audit of the major educational processes, introduces benchmarking and identifies best practices.

Project ID: SM\_SCM-T034A05-2005-TACIS

Title: Reforme du Manangement Financier des Universites

Coordinating University: Saratov State Technical University

RF Partner HEIs: **Saratov State Technical University, Federal Agency on Education.**

Saratov State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-00236-1993, JEP-10040-1995, JEP-03028-1996, JEP-10356-1997, JEP-10808-1999, JEP-23094-2002, and JEP-25020-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

A complex system for QA was established. Administrators received training in UK Agency for Quality in Education on quality audit in joint education projects. A set of regulations was developed on QA and quality control. Surveys of the students, personnel, and employers are run regularly. Employers' expectations are identified, as well as demand for the graduates. An internal audit of the quality management system is done regularly. A comparison with the experience of leading universities in Russia and abroad is being made regularly. Surveys of graduates are regularly undertaken since 2004, focused on the quality of education, readiness for work and identification of current weaknesses in training.

Project ID: CD\_JEP-24048-2003-TACIS

Title: Developing a curriculum for Physiotherapy in Russia

Coordinating University: Kingston University, UK

RF Partner HEIs: **St Petersburg State Medical Academy, St Petersburg State Academy of Physical Education named after P F Lesgaft, St Petersburg Early Intervention Institute**

The main aim of the project was the elaboration of the programme for teaching physiotherapists, as there is no education on this programme yet within the Russian Federation. To test the quality of the programme and particular modules 3 elective courses were proposed to the students during the 4<sup>th</sup> to 6<sup>th</sup> year of their degree programme. During the courses monitoring was undertaken on the course in general, course materials, and style of teaching. The monitoring was used for the improvement of the course.

Project ID: UM\_JEP-26017-2005-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Nizhny Novgorod State University named after N I Lobachevski

RF Partner HEIs: **Nizhny Novgorod State University named after N I Lobachevski**

Nizhny Novgorod State University named after N I Lobachevski has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The Centre for Quality Assurance was established in the framework of the Tempus projects. Key functions of the Centre are organizational and methodical work in quality assurance; preparation of the normative documentation in the sphere of educational quality assurance on the basis of leading Russian and European HEIs' experience. One particular interesting feature was the methodology used. The QA Director initiated an audit of QA practices within the University before establishing the policies and procedures. In this way current and historic good practices were woven into the new policies and procedures which assisted greatly with implementation.

Project ID: CD\_JEP-25236-2004-TACIS

Title: ICM curriculum adaptation to the two-level system

Coordinating EU University: Universidad de Cadiz, Spain

RF HEI Partners: **Russian State Meteorological University, St Petersburg**

Within this project there was training of personnel according to the curricula approved by the World Meteorological Organisation (WMO). There is continuous co-ordination of courses and modules development, trial lectures by the European specialists for Russian students, and strong renovation of Case Studies for courses and modules.

Project ID: CD\_JEP-25218-2004-TACIS

Title: Distance Abrogation: E-learning Classes Organisation and Network Development in Ural Region

Coordinating University: Ural State Technical University

RF Partner HEIs: **Ural State Technical University, Perm State Technical University, South Ural State University, Regional Ministry of Education, Ministry of International Relations of Sverdlovsk, Chamber of Commerce and Industry for the region of Sverdlovsk.**

Ural State Technical University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10775-1999 and JEP-21186-2000. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The University has a Centre for Quality Management. They work with European Universities on QA with particular emphasis on mobility. Within the Centre they are looking at the quality of subject material as well as on the process of education. They are aware of the ENQA guidelines. They are running an experiment in 3 Faculties involving 4000 students and 30 specialisations. They have set approximately 70 criteria from the ENQA requirements 50 of which are set by the Faculties/Departments and 20 set by the University. So far 30 criteria have been documented by Faculties/Departments, 15 are under development and 4 are yet to be introduced. Some staff have been involved in Federal Government training as subject specialists. They intend to train experts on the process of QA. The process work will have one internal audit. On the question of BA employability there is increasing interest in BA. They hold discussions with employers and the Academy of Science is happy with BAMA. Energy and economics degrees are in demand. Tempus has been valuable in developing QA. They have learnt how to plan curriculum, organise the study process, and it certainly assisted in their last accreditation.

Project ID: UM\_JEP-24160-2003-TACIS

Title: Integration of QA System in Russia into Bologna Process

Coordinating University: Wageningen University, The Netherlands

RF Partner HEIs: **Kabardino-Balkaria State Agricultural Academy, Moscow K A Timiryazev Agricultural Academy, the Moscow State University of Environmental Engineering, and the Curriculum Association of Russian Universities in the field of Environmental Engineering, Moscow**

They established a QA Department at the start of the project. They had staff trained in the Netherlands and set up a system of questionnaires. They have introduced QA based on ISO9001. They had QA before but not organised and formally written out. They had developed questionnaires before but without the technical assistance they had in the project. Now they have 5 surveys. They developed standard questionnaires, analysed the results and discussed problem areas. In the second stage of running the questionnaires some courses were still identified as problems. They identified three main problem areas, methodology, tools, and academic staff. They have also developed a strategy for employability. In summary within the framework of the Tempus project the Timiryazev Academy and the University of Environmental Engineering have developed:

- the university mission
- the documentation for the education quality management system

- the HR provision for the quality system: the managers, auditors, chair members responsible for quality; regulations for these functions have been developed
- a Quality Assurance Guidebook
- a Quality Assurance policy
- audit procedures
- questionnaires for students, teachers, alumni and employers

**f. AL6 - Promotion of the European dimension in higher education**

The promotion of the European dimension in higher education is probably one of the least understood and lightly pursued action line. In the main it is interpreted to mean introduce "European Studies" degree programmes which of course have their place but lack penetration into the whole community of students within an HEI. We did not see examples of the introduction of a European dimension into mainstream teaching such as Engineering. However with some thought it might be possible for example to introduce a course on "engineering ethics" which might look comparatively at how engineering ethics are introduced to professional engineers throughout the EHEA. In other words it is important to introduce a European dimension in an appropriate manner.

The following examples of good practice on this action line demonstrate that there are some "champions" of introducing a systematic approach to QA in Russian HEIs and that a sensible approach is to audit current practices and blend the good current practices discovered into the HEIs written policy and procedures.

Project ID: SM\_SCM-T034B04-2004-TACIS

Title: Russian Association of University Managers and Administrators pursuing Bologna objectives.

Coordinating University: Universitat des Saarlandes

RF Partner HEIs: **Tomsk Polytechnic University, Tver State Medical Academy, Tver State University, Ministry of Education of the Russian Federation**

The promotion of the European dimension was a constant focus of all the four events organized within this project (3 Workshops and 1 Summer School). More specifically, special presentations were made on topics concerning best European practices in networking amongst HEIs, building the European Higher Education Area (EHEA), and the Bologna Process in European HEIs.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

In the context of providing a European dimension within the project a new postgraduate module on the topic of "European Public Policy" was developed and an Annual Conference on some aspect of European dimension was initiated.

Project ID: CD\_JEP-25146-2004-TACIS

Title: Formation des Facultes de Droit de Nijni Novgorod et de Saransk au processus de Bologne

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **Nizhny Novgorod State University named after Lobachevski**

This project has sought to create a European dimension through the teaching of European Law, European Human Rights and European International Organisations. It is also apparent that through repeated Tempus projects between the two HEIs involved a strong European dimension has been created.

Project ID: CD\_JEP-26033-2005-TACIS

Title: Introduction of a Masters in European Integration Studies

Coordinating University: College of Europe Bruges, Belgium

RF Partner HEIs: **Moscow State Academy of Law, Moscow State Institute of International Relations, St Petersburg State University.**

By its very nature this project has developed a European dimension within Russia by offering an MA in European Integration Studies. Students are drawn from the civil service and through this degree programme they develop a better understanding of the European Union which assists them in their role as civil servants.

Project ID: CD\_JEP-23047-2002-TACIS

Title: Russia and the EU - an innovative Curriculum Development initiative to introduce a European Dimension into the curriculum of Kaliningrad State University

Coordinating University: Kaliningrad State University

RF Partner HEIs: **Kaliningrad State University, Administration of the Kaliningrad Region.**

As a consequence of the Tempus project 5 courses were integrated into the curricula: European law, Foundations of the EU, EU Terminology, Russia and the EU: past, present and the future, and a course for administrators entitled "European institutions".

Project ID: CD\_JEP-25201-2004-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Fachhochschule Koeln

RF Partner HEIs: **Nizhny Novgorod State Technical University, Nizhny Novgorod State University for Architecture and Civil Engineering, Volga-Vyatka Public Service Academy**

At the Nizhny Novgorod State University for Architecture and Civil Engineering the development of the International Institute has made significant progress towards the promotion of the European dimension within higher education.

**g. AL7 - Lifelong learning (LLL)**

Lifelong learning (LLL) is defined in many ways. A useful broad definition is that LLL is learning over the entire life span including all learning activity whether formal or informal, with the aim of improving knowledge, skills and promoting personal fulfilment.

There are many examples of LLL in our survey and we have drawn from these examples of good practice.

Project ID: SM\_SCM-T032B04-2004-TACIS

Title: Improving University Management through self-assessment

Coordinating Institution: University of Cranfield, UK

RF Partner HEIs: **Moscow Institute of Electronics and Mathematics, St Petersburg State Electro technical University**

The partners succeeded in improving and documenting QA procedures within the management of the HEIs in order to facilitate and encourage LLL

Project ID: SM\_SCM-T034B04-2004-TACIS

Title: Russian Association of University Managers and Administrators pursuing Bologna objectives.

Coordinating University: Universitat des Saarlandes

RF Partner HEIs: **Tomsk Polytechnic University, Tver State Medical Academy, Tver State University, Ministry of Education of the Russian Federation**

This project carried out a special study in order to identify the most urgent training needs of RF HEI Administrators. This study and its results were presented to the Ministry of Education and Science and to the Federal Agency for Education in order to initiate governmental actions aimed at establishing a system of LLL for HEI managers and administrators in the RF.

Project ID: CD\_JEP-26033-2005-TACIS

Title: Introduction of a Masters in European Integration Studies

Coordinating University: College of Europe Bruges, Belgium

RF Partner HEIs: **Moscow State Academy of Law, Moscow State Institute of International Relations, St Petersburg State University.**

The degree programme developed within this project gives preference to students with professional experience and aims to develop skills which align closely with their future careers.

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

Within the project special tools for 'diagnosis and compensation' were elaborated that enable the graduates from different BA programmes and the people returning to education after practical experience to study the same MA course. LLL is highly dependent on the accurate counting of prior learning achieved through practical experience as without it returning students can find the programmes repetitive with regards to their already acquired skills and abilities.

Project ID: SM\_SCM-T034A05-2005-TACIS

Title: Reforme du Manangement Financier des Universites

Coordinating University: Saratov State Technical University

RF Partner HEIs: **Saratov State Technical University, Federal Agency on Education.**

Saratov State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-00236-1993, JEP-10040-1995, JEP-03028-1996, JEP-10356-1997, JEP-10808-1999, JEP-23094-2002, and JEP-25020-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

LLL is promoted through a specially prepared book on all the courses available for qualified specialists. Special methods were developed to acknowledge the level of training (including informal) acquired before to provide easier access to LLL. LLL is included into the University Strategy. A partnership with other universities in LLL was established. Electronic manuals for language studies were developed. A Centre for electronic learning with free access was established for students, teachers and university staff, and also for businessmen willing to improve their professional communication in English and German.

Project ID: UM\_JEP-26017-2005-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Nizhny Novgorod State University named after N I Lobachevski

RF Partner HEIs: **Nizhny Novgorod State University named after N I Lobachevski**

Nizhny Novgorod State University named after N I Lobachevski has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

Through the Tempus projects the University has developed LLL programmes using short courses and weekend teaching.

**h. AL8 - The involvement of HE institutions and students in the development of the Bologna Process**

The Bologna Process can only be fully achieved through the EHEA with the involvement of Institutions and students. It is clear that many individuals are involved in the development of the Bologna Process within HEIs in the Russian Federation but it is only in a few cases where the development has penetrated the whole organization and rarely does it include students. Most students surveyed are unaware of the Bologna Process and do not know of any active involvement of their fellow students in the development of the Bologna Process.

Here we give examples of good practice regarding this action line but note that future developments of the Bologna Process in all HEIs should involve students.

Project ID: CD\_JEP-25165-2004-TACIS

Title: Economie des Entreprises et Integration Internationale (EE2i)

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **St Petersburg University of Economics and Finance (FINEC)**

Promoting and disseminating the Bologna Process can be achieved through the inclusion of stakeholders in the education process. In this project, Russian business professionals, CEOs and managers are delivering courses at FINEC. The project coordinator assesses these courses to be an excellent initiative although care must be taken regarding the quality of the teaching provided.

Project ID: SM\_SCM-T034B04-2004-TACIS

Title: Russian Association of University Managers and Administrators pursuing Bologna objectives.

Coordinating University: Universitat des Saarlandes

RF Partner HEIs: **Tomsk Polytechnic University, Tver State Medical Academy, Tver State University, Ministry of Education of the Russian Federation**

One way in which HEIs can promote the Bologna Process is by involving local business communities in projects. This project held one training workshop in Tver which was titled, "Financial Management in a modern University" and was concerned with building University-Industry relations and to involve local business communities in University life with a focus on fund raising through this activity.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

Within this project good communication channels between staff, students and the International Office have been established. This close link has been particularly effective in overcoming obstacles to student mobility and in explaining the Tempus project and its effect on students. Also within this project support has been obtained from the Sverdlovsk oblast of the Russian Federation and other regional administrations. This support has been used to provide student work placements and to provide real regional administrative problems for students to solve within their dissertations.

Project ID: CD\_JEP-25227-2004-TACIS

Title: Health Promotion and Nurses' Guidance Skills

Coordinating University: Pirkanmaa Polytechnic, Finland

RF Partner HEIs: **Bogorodsk Medical Institute, Nizhny Novgorod State Medical Academy of the Ministry of Public Health of the Russian Federation, Nizhny Novgorod Diabetic League**

Within this project student participation was strong and their feedback was always discussed and used. Business and social partners such as the diabetics' league, the hospitals, health centres and local government were involved throughout the project.

Project ID: CD\_JEP-24057-2003-TACIS

Title: Master in Economic Sociology supported by ECTS in Novosibirsk going towards educational reform.

Coordinating University: Università Cattolica del Sacro Cuore di Milano, Italy

RF Partner HEIs: **Novosibirsk State University**

Within this project the NSU undertook a survey of representatives of the Siberian Labour Market before proceeding with the Master course design. This provided a mechanism for designing the learning outcomes in accordance with the regional labour market needs.

Project ID: PP\_SCM-T053A04-2004-TACIS

Title: Academia and business in the Bologna Process

Coordinating University: Kungliga Tekniska Högskolan, Sweden

RF Partner HEIs: **Petrozavodsk State University, Tyumen State University of Gas and Oil, Ministry of Education of the Russian Federation**

This project was focused on developing an understanding of the Bologna Process within the business community and in fostering university-business links. Representatives of local industries and local authorities both in Petrozavodsk and Tyumen were actively involved in the project. They took part in project events and in the discussions and developments of the project. It helped the Russian HEIs to develop their structure for supporting innovation and their cooperation with industries and local authorities. One important achievement of the project was the dissemination of the details of the Bologna Process to the local industries.

Project ID: CD\_JEP-25218-2004-TACIS

Title: Distance Abrogation: E-learning Classes Organisation and Network Development in Ural Region

Coordinating University: Ural State Technical University

RF Partner HEIs: **Ural State Technical University, Perm State Technical University, South Ural State University, Regional Ministry of Education, Ministry of International Relations of Sverdlovsk, Chamber of Commerce and Industry for the region of Sverdlovsk.**

Ural State Technical University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10775-1999 and JEP-21186-2000. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

In creating e-learning courses this project involved many social and business partners such as the chamber of commerce and the association of entrepreneurs. These partners were used effectively to disseminate information on the new possibilities of lifelong learning.

Project ID: CD\_JEP-24158-2003-TACIS

Title: Understanding European Governance in the North Western Regions of Russia



Coordinating University: European University at St Petersburg

RF Partner HEIs: **European University at St Petersburg, Petrozavodsk State University, Pomor State University named after M V Lomonosov.**

At Petrozavodsk State University students take part in developing “moral concept” of the university, and discuss the future perspectives of the university on via internet forums and seminars.

Project ID: CD\_JEP-23169-2002-TACIS

Title: Development of undergraduate and graduate programmes for International Marketing, International Law and Intercultural Communication (in Business Law) at Pomor State University

Coordinating University: Pomor State University named after M V Lomonosov

RF Partner HEIs: **Pomor State University named after M V Lomonosov**

Students annually sign agreements about selected educational trajectory, participate in representative bodies, run their own newspaper and web-portal. The University participates in Russia-Norway project “Intensifying the role of students in the Bologna Process”

Project ID: CD\_JEP-24018-2003-TACIS

Title: Création de masters professionnalisés des gestion en Sibérie Orientale

Coordinating University: Baikalsky State University of Economics and Law

RF Partner HEIs: **Baikalsky State University of Economics and Law, East Siberian State University of Technology, Yakutsk National University**

A special information action was organised entitled “Bologna process: integration into education” with fliers, questionnaires, quizzes, presentations; and special student conferences. A round-table discussion among the universities was organised at the Yakutsk National University focused on Bologna process.

Project ID: UM\_JEP-26017-2005-TACIS

Title: University knowledge transfer for sustainable growth

Coordinating University: Nizhny Novgorod State University named after N I Lobachevski

RF Partner HEIs: **Nizhny Novgorod State University named after N I Lobachevski**

Nizhny Novgorod State University named after N I Lobachevski has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

Information dissemination about Bologna process, about learning opportunities, and about the EHEA is achieved through publications and seminars and among students. The survey “Students’ perception of a teacher” is being conducted on a continuing basis. A follow-up group of employers was arranged to facilitate interactions between business, university and students.

**i. AL9 - Promoting the attractiveness of the European Higher Education Area**

Promoting the attractiveness of the European Higher Education Area (EHEA) is possible from the national level to the level of the individual. National governments are tasked with promoting the EHEA to their citizens either directly, through their relevant Ministry or through the HEIs. HEIs can also take the decision to actively promote the EHEA either within their HEI or to stakeholders.

Here we list some examples of good practice regarding the promotion of the EHEA.

Project ID: CD\_JEP-26033-2005-TACIS

Title: Introduction of a Masters in European Integration Studies

Coordinating University: College of Europe Bruges, Belgium

RF Partner HEIs: **Moscow State Academy of Law, Moscow State Institute of International Relations, St Petersburg State University.**

This project which has created an MA in European Integration specifically designed for students returning to studies whilst in work, usually as civil servants, is strongly focused on the developments within the wider Europe and is therefore playing a role in the dissemination of information on the European Higher Education Area (EHEA)

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

The University is very proactive with regards to promoting the EHEA: it develops cooperation with EU partners, runs joint projects, and is networking with other universities within different associations and organizations.

Project ID: CD\_JEP-23169-2002-TACIS

Title: Development of undergraduate and graduate programmes for International Marketing, International Law and Intercultural Communication (in Business Law) at Pomor State University

Coordinating University: Pomor State University named after M V Lomonosov

RF Partner HEIs: **Pomor State University named after M V Lomonosov**

As a consequence of the involvement in the Tempus project the University now participates in the Erasmus-Mundus programme, representing the countries of the Barents region in the developing countries.

**j. AL10 - European Higher Education Area and European Research Area – two pillars of the knowledge based society**

It can be said that a University is not a University unless it engages in both teaching and research to a high International standard. In most cases this is true but the matter addressed with this action line is how the two activities interact. Are students aware of the research activities of their HEI and do they experience that research and at which stage of their studies?

The following list of good practices in relation to this action line demonstrate the wide range of possibilities and the need to resource the access to research for all academic staff.

Project ID: CD\_JEP-25236-2004-TACIS

Title: ICM curriculum adaptation to the two-level system

Coordinating EU University: Universidad de Cadiz, Spain

RF HEI Partners: **Russian State Meteorological University, St Petersburg**

Within this project academic staff from St Petersburg participate in graduate teaching in Cadiz and there is joint supervision of student research work. Students from participating HEIs undertake collaborative research work on the research vessel owned by the Russian State Meteorological University.

Project ID: CD\_JEP-25241-2004-TACIS

Title: The modernization and Internationalisation of the curriculum at Urals Academy of Public Administration

Coordinating University: London Metropolitan University, UK

RF Partner HEIs: **State University Higher School of Economics, Urals Academy of Public Administration**

The HEIs involved in this project have a strong research and scholarly culture and research active staff teach at Masters level. Academic staff supervise postgraduate dissertations which focus on current administrative problems in the region.

Project ID: CD\_JEP-25146-2004-TACIS

Title: Formation des Facultes de Droit de Nijni Novgorod et de Saransk au processus de Bologne

Coordinating University: Universite Pierre Mendes, Grenoble II, France

RF Partner HEIs: **Nizhny Novgorod State University named after Lobachevski**

This project has initiated co-supervision of PhD students with mutual recognition of the Doctoral degree in France and Russia.

Project ID: JEP\_NP-21042-2000-TACIS

Title: EURO-CASPY Regional Network of Universities

Coordinating EU University: Astrakhan State Technical University

RF HEI Partners: **Astrakhan State Technical University, Astrakhan State Pedagogical University, Dagestan State University, Kalmyk State University, Association of the State Universities of the Caspian Region States, Astrakhan Region Administration, State Administration for Fisheries of the Russian Federation, Humanitarian Foundation Assistance, JSC Marine Shipbuilding Plant, Astrakhangasprom, Svyazinform.**

Astrakhan State University has held a number of Tempus projects starting with this one but including projects JEP-NP-22129-2001, JEP-25070-2004, JEP-26108-2005, JEP-26171-2005, and T009A06-2006. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

In 2005 Techno park was established, now housing the regional centre for nanotechnologies, joint laboratories with the Russian Academy of Science, research intensive small enterprises (SEs) financed through grants won by University teachers within programme, "START 2006". Students are working in the laboratories and SEs. In 2006 the University was chosen as a pilot for UMNİK programme and now 23 research projects, initiated by the students are getting support from it.

Project ID: CD\_JEP-26070-2005-TACIS

Title: Konsekutive Ausbildung in Bildungsmanagement

Coordinating University: Novgorod State University named after Yaroslavl Mudryi

RF Partner HEIs: **Novgorod State University named after Yaroslavl Mudryi**

Novgorod State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-10436-1998, JEP-22141-2001, and JEP-24192-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

Joint research & education projects are run together with EU partners, as well as conferences and seminars, intercultural communication. Over 100 research laboratories function in the university, they involve teachers, Ph.D. students and students; there are many research organizations involved in teaching. Over 400 patented research outcomes prove the high quality of the R&D.

Project ID: SM\_SCM-T034A05-2005-TACIS

Title: Reforme du Manangement Financier des Universites

Coordinating University: Saratov State Technical University

RF Partner HEIs: **Saratov State Technical University, Federal Agency on Education.**

Saratov State University has held a number of Tempus projects. This project is the most recent. They have also held the following projects JEP-00236-1993, JEP-10040-1995, JEP-03028-1996, JEP-10356-1997, JEP-10808-1999, JEP-23094-2002, and JEP-25020-2004. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list.

Annually teachers publish about 100 books and manuals, there is a peer-reviewed journal published quarterly. Within the last 3 years 106 patents and certificates for the objects of intellectual property were issued for the university employees. Each year about 25 conferences are organised, including 5-6 international ones. Students take part in research competitions, conferences, and Olympic trials at different levels up to international. 170 students' papers were submitted for the national competition of best student projects, and 153 out of them were directed to the next step of the competition.

Project ID: UM\_JEP-24025-2003-TACIS

Title: Joint Europe-Siberia Distributed Lab of Scientific Multimedia Resources

Coordinating University: Hochschule fuer Technik, Wirtschaft und Kultur Leipzig, Germany

RF Partner HEIs: **Krasnoyarsk State Technical University and Novosibirsk State University.**

Within this project the Joint Lab was developed in which the target group was Russian and European students. Researcher based lectures are delivered by outstanding scientists in European languages.

#### **6. Project Workshop, 7th December 2007**

As part of the evaluation project a Workshop was held in Moscow to provide a platform for examples of good practice that had been found during the project. Speakers were chosen to highlight a particular project with reference to a particular Bologna Action Line. The Workshop programme is listed in Appendix 7 followed by some of the abstracts.

## **7. Matters arising at Institutional, Tempus, and National levels**

### **The Institutional level**

The level of involvement of students in most of the projects is low and where they are involved it is usually as "mobile" students and not as participants in the development of the project. Rarely is there evidence that students have been involved in the project or in the implementation and diffusion of the project outcomes. The level of understanding of the Bologna Process amongst those students interviewed on site visits was mainly low although we had many fruitful debates with student groups and their interest in the Bologna Process once explained was clear.

The level of involvement of employers again is low in the main although we did find some examples of close cooperation with employers on matters such as employability, curriculum reform, and student placements. On the whole Institutions inform us that employers are unclear about the Bologna Process and see Bachelor students as "not finished". The view of the international expert team (IET) is that this is a combination of lack of information to employers about the three cycle system.

The IET did find examples of the use of learning outcomes in curriculum design and it would be surprising to find many as this is a relatively new feature of the Bologna Process. However it is clear that the complete picture of how to create degree programmes and courses designed with a learning outcome approach is not well developed in Russian Federation Institutions. Often old style courses are simply altered to add statements of learning outcomes. There is little evidence that any pedagogical reform or alignment of learning outcomes with assessment methodologies has been undertaken.

At present some students feel the need and in some cases are encouraged, after completing a specialist diploma, to take a second diploma to improve employability. This will be quite opaque on an International level.

Students interviewed expressed a fear regarding the value of their Bachelor degree. This fear seems to be based on their experience in attempting to explain their degree to potential employers in particular but also to members of the general public. The perception is that in order to graduate you must have studies for at least 5 years. Students graduating with a Bachelors degree after 4 years are therefore thought of as not having "graduated".

Good governance of an Institution and the enthusiasm of the senior management are critical to the speed and quality of reform. On many site visits we found evidence that where the Rector was driving the agenda and where the Rector had built and was guiding a well structured senior management the process of reform was clear and well embedded.

### **The Tempus Programme level**

Regarding the organisation of the Tempus programme we have found it quite difficult to access data on the projects undertaken so far. There is a lack of public transparency to the projects and in particular to many of the outcomes of those projects.

The visibility of many deliverables is low, which hides many examples of good practice as we have found in our site visits. In some cases a booklet was produced but it would be nearly impossible to find this publication unless you knew the project team members.

Some project deliverables have questionable measurability. For example the introduction of BAMA or ECTS is set as a goal but what is meant by "introduction" is not defined clearly so it can mean in the case of the introduction of ECTS, for example, that there is a computer programme that can calculate ECTS credits but a sample of students would reveal no penetrative understanding of ECTS.

There is no clear and uniform methodology for the assessment of deliverables at the outset of the project. It was clear to the expert group that in several cases the intended deliverables could be seen to be flawed with regards to their achievability. It is recommended that the guidelines to applicants make it clear that the deliverables have to be expressed in a clear manner and a means of measuring if they have been achieved stated.

### **The National level**

On the National level the issue of how HEIs will be funded by the State for students taking first and second cycle degrees both in terms of the number of students to be funded in each cycle and the fee provided per student by the State at each cycle. It seems that a number of HEIs are not prepared to move to full implementation of the two cycle system without the knowledge of the funding mechanism. Some HEIs have moved to full implementation of the two-cycle system and seem to be unconcerned with the issue of funding.

The need for curriculum development is clearly understood by all HEIs but this process is being held up by the slow changes to State standards. In some cases this leads to students taking two diplomas. In the case of the first one, they decide in the latter stages that it is of little value on the employment market due to the lack of relevant learning outcomes. They then register for a second diploma, which in many cases is offered by HEIs and with a curriculum less constrained by State Standards. The overall effect is that students take 5-7 years to obtain these, effectively, two 1<sup>st</sup> cycle degrees. Taking an international perspective this cannot be the same value as acquiring a 1<sup>st</sup> and then a 2<sup>nd</sup> cycle degree in 6 years.

## 8. The expert group's recommendation on dissemination of good practice

The expert group makes the following recommendations regarding how their findings could assist further development of the higher education system in the Russian Federation along the 10 Bologna Action Lines.

- a. Through the written final report of this project and the WWW disseminate as widely as possible the examples of good practice evidenced within this evaluation.
- b. Plan the public transparency of future outcomes of Tempus projects.
- c. Consider developing a network of Bologna practitioners drawn from those people who have been actively involved in projects with identified "good practice" outcomes.
- d. Encourage a high standard of the measurability and assessment of future Tempus project deliverables, where appropriate.
- e. Improve networking amongst Russian HEIs, as in the case of the Engineering community for example.
- f. Promote continuity of collaboration between Russian Federation HEIs and EU HEIs, as long term collaboration has been shown to be giving great benefits. Current examples could be developed as Centres of Excellence for the promotion of the Bologna Process.
- g. Develop a clear understanding of the full meaning of a learning outcome approach to Higher Education. (Action Line 1 and 3)
- h. Clarify and widely inform all stakeholders the definitions of Russian Bachelor and Master Qualifications and in particular work towards strengthening the recognition of the Bachelor qualification with all stakeholders. (Action Line 2)
- i. Improve the understanding of the aligning of workload and credits, and in particular foster debate on the balance between-student based learning and formal classes. (Action Line 3)
- j. Improve financial support for student mobility. (Action Line 4)
- k. Improve the teaching of foreign languages (Action Line 4)
- l. Encourage teaching in foreign languages for example economics taught in English. (Action Line 4)
- m. Improve inward mobility of EU teachers and students. (Action Line 4)
- n. Promote strong quality assurance of assessment procedures and their adherence by all academic staff, through for example the adoption of an ethical code. (Action Line 5)
- o. It appears difficult for HEIs to formulate Action Line 6 so some debate on this should be encouraged. (Action Line 6)
- p. Promote distance learning networks for LLL (Action Line 7)
- q. Improve the involvement of both students and employers in all aspects of Higher Education reform (Action Line 8)
- r. Involve employers in the education process, using them as teachers where appropriate. (Action Line 8)
- s. As in the case of action line 6 HEIs seem to have difficulty in formulating strategy for action line 9. and therefore debate about action line 9 should be encouraged.(Action Line 9)
- t. Increase the international publications of academic staff at HEIs. (Action Line 10)
- u. The exposure of students to research would be improved if the research budget to HEIs was increased. (Action Line 10)

## **APPENDIX 1**

### **MID TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA**



**1. MID-TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA**

**Self Evaluation Questionnaire**

This questionnaire is designed to assist in identifying the contribution of the TEMPUS programme to achieve the goals of the Bologna process.

The questionnaire contains three sections, A, B, and C.

Section A should be completed by a senior representative of the Institution. Only one Section A needs to be completed even if your Institution has been involved in more than one Tempus project.

Section B should be completed by an academic member of staff involved in each Tempus project listed in Section A. They should indicate the project in which they were involved.

Section C should be completed by students registered at your Institution when the form is completed. We would be grateful if you could arrange for at least 5 students to independently complete Section C. It would be useful if the students have been involved in some way with the Tempus project.

## SECTION A – Institutional Prospective

TEMPUS Project ID:

Name of the Institution:

Name and position of the respondent:

1. In how many Tempus project applications have you been a partner?
2. What is the language of instruction at your Institution?
3. What percentage of 1<sup>st</sup> cycle students study a second language as part of their degree?
4. What information do you provide to prospective students regarding the degree programmes you offer?
5. Describe any measures you have taken to achieve international comparability of any courses or degrees developed within your Institution.
6. What percentage of your students are studying in a 1<sup>st</sup> (Bachelors) or 2<sup>nd</sup> (Masters) cycle degree in line with the Bologna Process?
7. What percentage of graduating 1<sup>st</sup> cycle students do you expect to follow a 2<sup>nd</sup> cycle degree?
8. Has your Institution adopted a credit system? Y / N  
  
If yes is it the European Credit Transfer System (ECTS) and do you use it only for transfer (mobile students) or also for accumulation (all students)?
9. In what year did your Institution adopt its credit system?
10. In which cycles have you adopted the credit system? 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> (PhD) (please circle)
11. What measures have being taken by your Institution to increase the employment opportunities of 1<sup>st</sup> cycle graduating students and in particular when drafting/reviewing curriculum, do you cooperate with external partners (business, industry, professional bodies, etc) to ensure the employability of your graduates?
12. What method did you use to assign workload to credits?
13. Do you attach learning outcomes to degree programmes and/or courses at your Institution? Y/N
14. Are you aware of the Tuning project? Y/N
15. Do you expect any further development of the European Credit Transfer System (ECTS) at your Institution? Y/N
16. Do you interact with partner Institutions regarding the development of your credit system
  - a. inside the Russian Federation Y/N
  - b. outside the Russian Federation? Y/N
17. Do you issue a Diploma Supplement to your graduating students?
18. In which ways do you support teachers and/or students spending periods of time at other Institutions outside the Russian Federation?

19. What measures does your Institution take to eliminate any obstacles to student mobility?
20. How many students have studied outside the RF as part of their degree awarded by your Institution (i.e. recognised study abroad period) since January 1<sup>st</sup> 2001?
21. How many teachers from your Institution have visited HE Institutions outside the RF since January 1<sup>st</sup> 2001?
22. Give a brief description of the Quality Assurance (QA) procedures you have developed or have in place at your Institution. Do they apply to teaching, research, central services (e.g. library, computer service)? Are students involved in any of the QA procedures?
23. Do you interact with other HE Institutions regarding quality assurance;
  - a. Inside the RF Y/N
  - b. Outside the RF Y/N
24. How do you promote the European dimension in your Institution?
25. What measures has your Institution taken to encourage lifelong learning?
26. What percentage of your 1<sup>st</sup> cycle students undertake paid work during their studies? Are these placements or traineeships? Are they recognised as part of the curricula?
27. What measures have you taken to encourage graduating 1<sup>st</sup> cycle students to undertake 2<sup>nd</sup> cycle programmes?
28. Are you happy with the information you have received from the Federal Government regarding the Bologna Process? Y / N
29. What measures have you taken to disseminate information regarding the Bologna Process to your students?
30. Give a brief description of measures you have taken to involve students in the management of your Institution?
31. Do your students have a formal body which is legally recognised? Y / N
32. Are you aware of the development of the European Higher Education Area (EHEA)? Y/N
33. What role do you see for your Institution in the development of the EHEA?
34. What cooperation does your Institution have with representatives of business and social partners?
35. Describe the links between education and research within your Institution?
36. What percentage of your 2<sup>nd</sup> cycle graduates follow careers as researchers?

37. Give an indication of the main challenges ahead for your Institution regarding the adoption of the Bologna Process?
38. Please describe any Bologna Process activities at your Institution of which you consider as your best practice.

## SECTION B – Project Prospective

TEMPUS Project ID:

Name of the Institution:

Name and position of the respondent:

Please identify which of the following ten Bologna Process action lines were relevant to your TEMPUS project

1. Adoption of a system of easily readable and comparable degrees
  2. Adoption of a system essentially based on two cycles
  3. Establishment of a system of credits
  4. Promotion of mobility
  5. Promotion of European cooperation in quality assurance
  6. Promotion of the European dimension in higher education
  7. Lifelong learning
  8. The involvement of HE institutions and students in the development of the Bologna Process
  9. Promoting the attractiveness of the European Higher Education Area.
  10. European Higher Education Area and European Research Area – two pillars of the knowledge based society.
- 
1. Did you develop any courses/degrees taught in a foreign language within your TEMPUS project? Y/N
  2. Did any RF teachers involved in the project teach in a foreign language? Y/N
  3. What information did you provide to potential students regarding any courses or degrees developed within your project?
  4. Describe any measures you have taken to achieve international comparability of any courses or degrees developed within your project.
  5. Has your Institution adopted a two cycle system of degrees (Bachelor and Master)? Y/N
  6. Did you adopt a credit system within your project, and if yes which system? Y/N
  7. Does your project encourage graduating 1<sup>st</sup> cycle students to undertake 2<sup>nd</sup> cycle programmes? Y/N
  8. How did your project increase the employment opportunities of 1<sup>st</sup> cycle graduating students?
  9. What method did you use to assign workload to credits?
  10. Did you attach learning outcomes to degree programmes and/or courses developed within your project? Y/N
  11. Are you aware of the Tuning project? Y/N
  12. Do you expect any further development of ECTS at your Institution? Y/N
  13. Did you interact with partner Institutions regarding the development of the credit system within your project
    - a. inside the Russian Federation? Y/N
    - b. outside the Russian Federation? Y/N
  14. Was mobility a part of your project? Y/N

15. What measures did you take within your project to eliminate any obstacles to student mobility?
16. How many students have studied outside the RF as part of your project since January 1<sup>st</sup> 2001?
17. How many teachers have visited HE Institutions outside the RF since January 1<sup>st</sup> 2001 as part of your project?
18. How many teachers from outside the RF taught at your Institution as part of the project?
19. Did your project develop new approaches with regards to quality assurance that you used or considered using?
20. Did you interact with other Institutions regarding Quality Assurance as part of your project?
  - a. inside the RF Y/N
  - b. outside the RF Y/N
21. How did you promote the European dimension in your project?
22. What measures did you take as part of your project to encourage lifelong learning?
23. What measures did you take as part of your project to promote equality of access to Higher Education?
24. Are you happy with the information have you received from the Federal Government regarding the Bologna Process? Y/N
25. What measures have you taken within your project to disseminate information regarding the Bologna Process to your students?
26. Give a brief description of measures to involve students in the management of your project?
27. Are you aware of the development of the European Higher Education Area (EHEA)? Y/N
28. What cooperation did you have with representatives of business and social partners within your project?
29. Describe the links between teaching and research within your Institution?
30. Give an indication of the influence of your project regarding the adoption of the Bologna process within your Institution.

## SECTION C – Student Prospective

TEMPUS Project ID:

Name of the Institution:

Name and position of the respondent:

1. Are you aware of the Bologna Process Y/N
2. Did you receive sufficient information while choosing your degree programme? Y/N
3. Do you believe that your degree is comparable to degrees on the world level? Y/N
4. Are you studying on a 1<sup>st</sup> cycle (Bachelors) or 2<sup>nd</sup> cycle (Masters) degree? Y/N
5. Are you offered courses taught in a foreign language? Y/N
6. Are you offered the opportunity to study a foreign language as part of your degree programme? Y/N
7. If you are a 1<sup>st</sup> cycle student do you plan to follow a 2<sup>nd</sup> cycle degree? Y/N
8. Are there credits attached to 50% or more of the courses you are taking? Y/N
9. What are your views regarding the employment opportunities of 1<sup>st</sup> cycle graduating students?
10. Are you aware of the link between workload and credits? Y/N
11. Are you aware of the concept of learning outcomes? Y/N
12. Are you aware of any mobility opportunities within your degree programme? Y/N
13. Have you spent a period of time studying outside the Russian Federation as part of your degree programme? Y/N
14. Do you believe that a period of time studying outside the Russian Federation will enhance your employment opportunities within the Russian Federation? Y/N
15. Are you aware of the Quality Assurance system in place at your Institution? Y/N
16. Have you needed to undertake paid work in order to finance your studies? Y/N
17. Does your Institution promote equality of access to Higher Education? Y/N
18. Are students involved in the management of your Institution? Y/ N
19. Are students involved in the Quality Assurance system at your Institution? Y/N
20. Do you believe your Institution has links with representatives of business and social partners? Y/N
21. Do you intend to follow a career as a researcher? Y / N

## **APPENDIX 2**

### **MID TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA (RUSSIAN VERSION)**



## **2. MID TERM EVALUATION OF TEMPUS IN RUSSIA - ASSESSING THE CONTRIBUTION OF TEMPUS TO THE BOLOGNA PROCESS IN RUSSIA (RUSSIAN VERSION)**

### **Анкета для самооценки**

Данная анкета призвана помочь в определении вклада программы ТЕМПУС в осуществление целей Болонского процесса

Анкета содержит три раздела: А, В и С.

Раздел А заполняется представителем руководства Вашей организации. Даже если Ваш вуз принимал участие в нескольких проектах ТЕМПУС, раздел А заполняется только один раз.

Раздел В заполняется преподавателем или научным сотрудником, принимавшим участие в одном из проектов ТЕМПУС, указанных в разделе А. Сотрудник должен указать тот проект, в котором участвовал.

Раздел С заполняется студентами, которые на момент заполнения анкеты официально числятся учащимися Вашего вуза. Мы будем благодарны, если Вы организуете самостоятельное заполнение анкеты хотя бы пятью студентами. Желательно, чтобы это были студенты, которые в какой-либо форме были вовлечены в проект Темпус.

## РАЗДЕЛ А – Вопросы о вузе в целом

Номер проекта ТЕМПУС:

Название вуза (организации):

ФИО и должность респондента:

1. В скольких заявках на проекты ТЕМПУС участвовала Ваша организация?
2. На каком языке ведется преподавание в Вашем вузе?
3. Какой процент студентов 1 уровня изучает иностранный языка как часть обязательной программы?
4. Какого рода информацию Ваш вуз сообщает потенциальным студентам о предлагаемых учебных программах?
5. Опишите предпринимаемые вузом меры по достижению международной сопоставимости разработанных Вашим вузом курсов и образовательных программ?
6. Какой процент студентов Вашего вуза обучается по программам 1-го (бакалавриат) или 2-го (магистратура) уровня в соответствии с принципами Болонского процесса?
7. Какой процент выпускников 1-го уровня, по Вашему мнению, продолжит обучение на 2-м уровне?
8. Принял ли Ваш вуз систему зачетных единиц? да/нет

Если да, используется ли Европейская система переноса зачетных единиц (ECTS) и применяется ли она только для переноса зачетных единиц (для мобильных студентов) или также для накопления зачетных единиц (для всех студентов)?

9. В каком году Ваш вуз принял систему зачетных единиц?
10. Для каких уровней образования Вашим вузом принята система зачетных единиц? 1-й, 2-й, 3-й (аспирантура) (нужное обвести)
11. Какие меры принимаются Вашим вузом для расширения возможностей трудоустройства выпускников 1-го уровня – в частности, взаимодействуете ли Вы с внешними партнерами (бизнес, отраслевые структуры, профессиональные ассоциации и т.п.) чтобы убедиться, что для выпускников найдутся рабочие места?
12. Какой метод Вы использовали при расчете учебной нагрузки в терминах зачетных единиц?
13. Существует ли в Вашем вузе практика определения результатов обучения, соответствующих конкретным программам и (или) курсам? да/нет
14. Известно ли Вам о проекте Тьюнинг? да/нет
15. Полагаете ли Вы, что в Вашем вузе будет в дальнейшем использоваться Европейская система переноса зачетных единиц (ECTS)? да/нет
16. Взаимодействуете ли Вы с вузами–партнерами по вопросам использования системы зачетных единиц?
  - a. в Российской Федерации да/нет
  - b. за рубежом? да/нет

17. Выдаются ли выпускникам Вашего вуза приложение к диплому?
18. Каким образом Вы содействуете тому, чтобы преподаватели и (или) студенты Вашего вуза могли в течение какого-то времени учиться (работать) в вузах за пределами РФ?
19. Какие меры принимаются в Вашем вузе для устранения барьеров, препятствующих студенческой мобильности?
20. Сколько студентов прошли часть периода обучения за пределами РФ с последующим признанием этих периодов обучения в своем вузе с 1 января 2001 г.?
21. Сколько преподавателей Вашего вуза посетили вузы за пределами РФ с 1 января 2001 г.?
22. Дайте краткое описание процедур обеспечения качества (ОК), разработанных или используемых в Вашем вузе. Относятся ли они к преподаванию, научным исследованиям, централизованным службам (напр. библиотека, компьютерный зал)? Участвуют ли студенты в каких-либо процедурах ОК?
23. Взаимодействуете ли Вы с другими вузами по вопросам контроля качества:
  - a. в Российской Федерации да/нет
  - b. за рубежом да/нет
24. Как в Вашем вузе осуществляется продвижение европейского измерения?
25. Какие меры принимает Ваш вуз для поощрения и поддержки обучения в течение всей жизни?
26. Какой процент студентов 1-го уровня Вашего вуза совмещают учебу с оплачиваемой работой? Является ли такая работа стажировкой или ученичеством? Признается ли она частью программы обучения?
27. Какие меры принимает вуз для того, чтобы побудить выпускников 1-ого уровня образования продолжить учебу по программам 2-ого уровня?
28. Удовлетворены ли Вы информацией о Болонском процессе, которую вуз получает от федеральных органов власти? да/нет
29. Какие меры принимаются вузом для распространения информации о Болонском процессе среди студентов?
30. Дайте краткое описание мер, принимаемых для вовлечения студентов в процесс управления вузом.
31. Имеется ли в вузе официально действующий орган, который представляет интересы студентов? да/нет
32. Известно ли Вам о формировании единого европейского пространства высшего образования (ЕЕПВО)? да/нет
33. Какой Вы видите роль Вашего вуза в формировании ЕЕПВО?
34. Как Ваш вуз сотрудничает с представителями бизнеса и социальными партнерами?
35. Опишите связь между образовательным процессом и научно-исследовательской работой в Вашем вузе.

36. Какой процент выпускников 2-го уровня избирает в качестве карьеры научные исследования?
37. Опишите основные трудности, с которыми сталкивается Ваш вуз при реализации Болонских принципов.
38. Опишите деятельность Вашего вуза в рамках Болонского процесса, которую Вы считаете примером лучшей практики.

## РАЗДЕЛ В – Вопросы о конкретном проекте

Номер проекта ТЕМПУС:

Название вуза (организации):

ФИО и должность заполняющего анкету:

Укажите, какие из перечисленных ниже десяти направлений Болонского процесса имеют отношение к проекту ТЕМПУС, в котором Вы принимали участие

1. Введение системы, обеспечивающей прозрачность и сопоставимость дипломов
2. Принятие двухуровневой системы высшего образования
3. Введение системы зачетных единиц
4. Повышение уровня академической мобильности
5. Развитие европейского сотрудничества в области обеспечения качества высшего образования
6. Продвижение европейского измерения в области высшего образования
7. Обучение в течение всей жизни
8. Вовлеченность вузов и студентов в развитие Болонского процесса
9. Повышение привлекательности европейского пространства высшего образования
10. Европейское пространство высшего образования и Европейское пространство научных исследований – два столпа общества, основанного на знаниях

1. Были ли в рамках проекта ТЕМПУС разработаны курсы или образовательные программы, преподаваемые на иностранном языке? да/нет
2. Проводил ли кто-либо из российских преподавателей – участников проекта обучение на иностранном языке? да/нет
3. Какого рода информацию Вы предоставляете потенциальным студентам об учебных курсах или образовательных программах, разработанных в рамках проекта?
4. Опишите предпринимаемые вузом меры по достижению международной сопоставимости разработанных Вашим вузом курсов и образовательных программ.
5. Принята ли Вашим вузом двухуровневая система образования (бакалавриат и магистратура)? да/нет
6. Была ли в Вашем проекте принята система зачетных единиц и если была, то какая именно? да/нет
7. Принимались ли в проекте какие-либо меры, чтобы побудить выпускников 1-ого уровня образования продолжить учебу по программам 2-ого уровня? да/нет
8. Какими способами проект содействовал расширению возможности трудоустройства выпускников 1-го уровня?
9. Какой метод Вы использовали при расчете учебной нагрузки в терминах зачетных единиц?
10. Определялись ли результаты обучения для программ и (или) курсов, разработанных в ходе проекта? да/нет
11. Известно ли Вам о проекте Тьюнинг? да/нет
12. Полагаете ли Вы, что в Вашем вузе будет в дальнейшем развиваться ECTS? да/нет
13. Происходило ли в рамках проекта взаимодействие с вузами–партнерами по вопросам разработки системы зачетных единиц ?

- a. в Российской Федерации? да/нет  
b. за рубежом? да/нет
14. Была ли академическая мобильность частью проекта? да/нет
15. Какие меры были приняты в рамках проекта для устранения барьеров, препятствующих студенческой мобильности?
16. Сколько студентов обучались за рубежом в рамках Вашего проекта с 1 января 2001 г.?
17. Сколько преподавателей посетили зарубежные вузы в рамках Вашего проекта с 1 января 2001 г.?
18. Сколько преподавателей зарубежных вузов преподавали в Вашем вузе в рамках проекта?
19. Разработаны ли в рамках проекта какие-либо новые подходы к обеспечению качества, которые вы уже использовали или планируете использовать?
20. Осуществлялось ли в рамках проекта взаимодействие с другими вузами по вопросам обеспечения качества:
- a. в Российской Федерации да/нет  
b. за рубежом да/нет
21. Как в ходе проекта осуществлялось продвижение европейского измерения?
22. Какие меры использовались в рамках проекта для развития обучения в течение всей жизни?
23. Какие меры реализовывались в рамках проекта для обеспечения равенства доступа к высшему образованию?
24. Удовлетворены ли Вы информацией о Болонском процессе, получаемой от федеральных органов власти? да/нет
25. Какие меры были реализованы в ходе проекта для распространения информации о Болонском процессе среди студентов?
26. Кратко опишите меры по вовлечению студентов в процесс управления проектом.
27. Известно ли Вам о формировании единого европейского пространства высшего образования (ЕЕПВО)? да/нет
28. Как осуществлялось в рамках проекта сотрудничество с представителями бизнеса и социальными партнерами?
29. Опишите связь между образовательным процессом и научно-исследовательской работой в Вашем вузе.
30. Опишите, как повлиял проект на принятие Вашим вузом Болонских принципов.

## РАЗДЕЛ С – Вопросы к студентам

Номер проекта ТЕМПУС:

Название вуза (организации):

ФИО и должность заполняющего анкету:

1. Известно ли Вам о Болонском процессе? да/нет
2. Получили ли Вы достаточно информации при выборе программы образования? да/нет
3. Считаете ли Вы, что ваша программа обучения сопоставима с программами высшего образования международного уровня? да/нет
4. Являетесь ли вы студентом 1-го уровня (бакалавриат) или 2-го уровня (магистратура)? да/нет
5. Преподаются ли в Вашей программе какие-либо курсы на иностранном языке? да/нет
6. Есть ли у Вас возможность изучать иностранный язык в рамках основной программы? да/нет
7. Если Вы студент первого уровня, планируете ли Вы продолжать обучение на втором уровне? да/нет
8. Можно ли сказать, что система зачетных единиц применяется для 50% или более курсов, которые Вы изучаете? да/нет
9. Как Вы оцениваете возможности трудоустройства выпускников 1-ого уровня обучения?
10. Известно ли Вам о связи учебной нагрузки с зачетными единицами? да/нет
11. Знакомо ли Вам понятие «результаты обучения»? да/нет
12. Известно ли Вам о возможностях академической мобильности в рамках Вашей образовательной программы ? да/нет
13. Учились ли Вы какое-то время за рубежом в рамках образовательной программы в Вашем вузе? да/нет
14. Считаете ли Вы, что некоторый период обучения за рубежом повысит Ваши шансы на российском рынке труда? да/нет
15. Известно ли Вам о системе обеспечения качества образования в Вашем вузе? да/нет
16. Возникала ли у Вас необходимость зарабатывать, чтобы оплачивать свое обучение? да/нет
17. Обеспечивает ли Ваш вуз равный доступ к высшему образованию? да/нет
18. Участвуют ли студенты в управлении вузом? да/нет
19. Участвуют ли студенты в системе обеспечения качества образования в Вашем вузе? да/нет
20. Считаете ли Вы, что вуз взаимодействует с представителями бизнеса и социальными партнерами? да/нет

21. Планируете ли Вы в дальнейшем профессионально заниматься научно-исследовательской работой в качестве основной карьеры? да/нет



## **APPENDIX 3**

### **RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE**

### **3. RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE**

#### **A. Personal data:**

1. Home University and Faculty
2. Degree programme and field of study
3. Year of study

#### **B. Study abroad:**

1. Name of host University
2. Period of study visit
3. Courses studied

#### **C. Assessment of your study period**

1. Indicate your assessment of the courses you took.  
Greatly/ slightly/ not at all
2. To what extent has your study abroad increased your job expectations:  
Greatly / slightly / not at all

#### **D. Challenges you have faced while studying in a European University**

1. Did you face any challenges (difficulties) while study abroad: yes/ no  
  
If yes, which ones: language barriers, lack of textbooks and/or other study materials, different mode of teaching, shortage of information to understand organisation of your study, other.
2. How did you overcome these challenges?

#### **E. Recognition of your study period**

1. Did you meet problems in recognition by your HEI of the period of study abroad Yes/no  
  
If yes, specify them
2. Are you satisfied with the procedures of recognitions undertaken by your HEI? Yes / No  
  
If no, why?
3. Do you think the procedures should be improved ? yes/no  
  
If yes, in which way?

#### **F. Access to information about study in European universities.**

1. How did you obtain information of the TEMPUS project?
2. Are you satisfied with (the access to) information provided to students about your HEI activity in TEMPUS? Yes / No
3. What should be done in order to improve information provision to students about TEMPUS?

#### **G. Dissemination to RF students**

1. Did you have the possibility to disseminate your experience of your study abroad? Yes/no  
If yes, in which way?
2. Does sharing experiences on study abroad help to encourage more RF students to study abroad? Yes / no
3. What should be done by your HEI in order to help disseminate such experience?

H. **Good practice**

1. Do you consider student mobility to be important in the development of Higher Education in the RF? Yes/no

If yes, what should be done to increase mobility?

## **APPENDIX 4**

### **RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE (RUSSIAN VERSION)**

#### **4. RUSSIAN STUDENTS STUDYING IN THE EU QUESTIONNAIRE (RUSSIAN VERSION)**

##### **A. *Персональные данные:***

1. университет, факультет
2. образовательная программа (специальность)
3. год обучения

##### **B. *Обучение за рубежом:***

1. название принимающего университета
2. период обучения
3. курс обучения

##### **C. *Ваша оценка результатов обучения:***

1. Укажите Вашу оценку результатов обучения: высокая оценка, результаты удовлетворительные, результаты неудовлетворительные.
2. В какой мере повлияло зарубежное обучение на Ваши ожидания в получении интересующей занятости: существенно повысило, в определенной мере повысило, не оказало влияния.

##### **D. *Проблемы, с которыми вы сталкивались во время обучения в европейском вузе:***

1. Сталкивались Вы с трудностями при обучении в зарубежном вузе? Да/Нет

Если Да, то с какими: языковой барьер, нехватка учебников или других учебных материалов, иная методика обучения, недостаток информации для понимания порядка прохождения обучения, иные трудности.

2. Как Вы преодолевали такие трудности?

##### **E. *Признание результатов обучения:***

- Были ли у вас проблемы в части признания периода обучения за рубежом в Вашем вузе?  
Да/Нет  
Если Да, то какие?
2. Удовлетворены ли Вы процедурами признания периода обучения за рубежом в Вашем вузе?  
Да/Нет  
Если Нет, то почему?
3. Надо ли совершенствовать процедуры признания в Вашем вузе? Да/ Нет  
Если Да, то в каком направлении?

##### **F. *Доступ к информации о возможностях обучения в европейских университетах:***

1. Каким образом вы получили информацию о проекте ТЕМПУС?

2. Удовлетворены ли вы степенью информированности студентов об участии Вашего вуза в проектах ТЕМПУС? Да/Нет
3. Что следует предпринять для совершенствования информирования студентов о программе ТЕМПУС?

**G. *Распространение опыта среди российских студентов***

- i. Имели ли вы возможность распространить свой опыт об обучении в европейском вузе?  
Да/Нет  
Если Да, то каким образом?
2. Способствует ли распространение опыта об обучении за рубежом привлечению других студентов к обучению за рубежом ? Да/Нет
3. Что следует делать Вашему вузу для содействия распространению такого опыта?

**H. *Образцы успешной практики***

1. Считаете ли Вы, что студенческая мобильность играет важную роль для российского высшего образования? Да/Нет  
Если Да, то что надо совершенствовать на этом направлении?

## **APPENDIX 5**

### **THE LIST OF RF SITE VISITS**

## 5. LIST OF RF SITE VISITS

PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
T_JEP-10716-1999-TACIS	Partner: <a href="#">NOVOSIBIRSK STATE UNIVERSITY - Novosibirsk U RU</a>	*5,6,8		*	*
T_JEP-10775-1999-TACIS	Coordinator: <a href="#">URAL STATE TECHNICAL UNIVERSITY(Yekaterinburg)</a>	*1,2,5,8		*	*
M_JEP-10777-1999-TACIS	Partner: <a href="#">MOSCOW STATE LINGUISTIC UNIVERSITY - Moscow U RU</a>	*3,4,8		*	*
NP_-21011-2000-TACIS	Partner: <a href="#">ST PETERSBURG STATE POLYTECHNICAL UNIVERSITY - St Petersburg U RU</a>	*4,8	*		*
	Partner: <a href="#">COUNCIL OF RECTORS OF ST. PETERSBURG UNIVERSITIES - St Petersburg O RU</a>				
	Partner: <a href="#">MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION - Moscow O RU</a>				
	Partner: <a href="#">RUSSIAN COUNCIL OF ACADEMIC MOBILITY - Moscow O RU</a>				
M_JEP-10715-1999-TACIS	Partner: <a href="#">URAL A.M. GORKY STATE UNIVERSIT - EKATERINBURG</a>	*3,4,8		*	*
UM_JEP-21118-2000-TACIS	Partner: <a href="#">MOSCOW STATE INSTITUTE FOR ELECTRONIC TECHNOLOGY - Moscow U RU</a>	*5,8	*		*
	Partner: <a href="#">MOSCOW STATE UNIVERSITY OF TECHNOLOGY 'STANKIN' - Moscow U RU</a>				



PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
	Partner: ST PETERSBURG STATE ELECTROTECHNICAL UNIVERSITY - St Petersburg U RU				
	Partner: EUROPEAN QUALITY CENTRE - Moscow O RU				
CD_JEP-21186-2000-TACIS	Coordinator URAL STATE TECHNICAL UNIVERSITY Yekaterinburg	*3,4,8	*	*	*
	Partner: REGIONAL CENTRAL BANK - Yekaterinburg E RU				
	Partner: SAVING BANK OF THE RUSSIAN FEDERATION, URALS BANK - Yekaterinburg E RU				
UM_JEP-22240-2001 - TACIS	Coordinator: NIZHNI NOVGOROD N.I. LOBACHEVSKII STATE UNIVERSITY	*5,8		~	*
MP_JEP-23068-2002 - TACIS	Partner: NOVOSIBIRSK STATE TECHNICAL UNIVERSITY - Novosibirsk U RU	*1,2,6,8		*	*
CD_JEP-24048-2003 – TACIS	Partner: ST PETERSBURG STATE ACADEMY OF PHYSICAL EDUCATION NAMED P.F. LESGAF - St Petersburg U RU	*1,2,5,8		*	*
CD_JEP-24057-2003 – TACIS	Partner: NOVOSIBIRSK STATE UNIVERSITY - Novosibirsk U RU	*1,2,3,6,8			*
UM_JEP-24069-2003 – TACIS	Coordinator: NIZHNI NOVGOROD N.I. LOBACHEVSKII STATE UNIVERSITY	*5,8		*	*
UM_JEP-24160-2003 – TACIS	Partner: KABARDINO-BALKARIAN STATE AGRICULTURAL ACADEMY - KBSAA - Nalchik U RU	*5,8	*	*	*

PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
	Partner: MOSCOW K.A. TIMIRYASEV AGRICULTURAL ACADEMY - Moscow U RU				
	Partner: THE MOSCOW STATE UNIVERSITY OF ENVIRONMENTAL ENGINEERING - Moscow U RU				
	Partner: CURRICULUM ASSOCIATION OF RUSSIAN UNIVERSITIES IN THE FIELD OF ENVIRONMENTAL ENGINEERING - Moscow O RU				
	Partner: MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION - Moscow O RU				
CD_JEP-25201-2004 – TACIS	Partner: NIZHNY NOVGOROD STATE TECHNICAL UNIVERSITY - Nizhniy Novgorod U RU	*2,5,8	*	*	*
	Partner: NIZHNY NOVGOROD STATE UNIVERSITY FOR ARCHITECTURE AND CIVIL ENGINEERING - Nizhniy Novgorod U RU				
	Partner: VOLGO-VYATKA PUBLIC SERVICE ACADEMY - Nizhniy Novgorod O RU				
UM_JEP-25218-2004 – TACIS	Coordinator: URAL STATE TECHNICAL UNIVERSITY	*5,7,8	*	~	*
	Partner: PERM STATE TECHNICAL UNIVERSITY - Perm U RU				
	Partner: SOUTH URAL STATE UNIVERSITY - Chelyabinsk U RU				

PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
	Partner: CHAMBRE DE COMMERCE ET D'INDUSTRIE DE LA REGION DE SVERDLOVSK - CCRS - Partner: Yekaterinburg O RU				
	Partner: REGIONAL MINISTRY OF EDUCATION - Yekaterinburg O RU				
	Partner: UNION OF INDUSTRIALS AND ENTREPRENEURS OF THE SVERDLOVSK REGION - Yekaterinburg O RU				
CD_JEP-25241-2004 – TACIS	Coordinator: STATE UNIVERSITY - HIGHER SCHOOL OF ECONOMICS Moscow	*1,2,5,8	*	*	*
	Partner: URALS ACADEMY OF PUBLIC ADMINISTRATION - Yekaterinburg U RU				
UM_JEP-26017-2005 – TACIS	Coordinator: NIZHNI NOVGOROD N.I. LOBACHEVSKII STATE UNIVERSITY	*5,7,8		*	*
CD_JEP-26033-2005 - TACIS	Partner: MOSCOW STATE ACADEMY OF LAW - Moscow U RU	*1,2,5,6,8	*	*	*
	Partner: MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS - Moscow U RU				
	Partner: ST PETERSBURG STATE UNIVERSITY - St. Petersburg U RU				
SM_SCM-T027B05-2005-TACIS	Partner: RUSSIAN PEOPLES' FRIENDSHIP UNIVERSITY - Moscow U RU	*1-10	*		*

PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
	Partner: STATE UNIVERSITY - HIGHER SCHOOL OF ECONOMICS - Moscow U RU				
	Partner: TOMSK STATE UNIVERSITY - Tomsk U RU				
	Partner: NATIONAL TRAINING FOUNDATION - Moscow O RU				
CM_SCM-T028B05-2005-TACIS	Partner: ST PETERSBURG UNIVERSITY OF ECONOMICS AND FINANCE - Saint-Petersburg U RU	*4,8	*		*
	Partner: FEDERAL AGENCY ON EDUCATION - Moscow O RU				
TP_SCM-T001B03-2003	Partner: COORDINATION CENTRE OF INTERNATIONAL EDUCATION AND RESEARCH PROGRAMMES - St Petersburg O RU	*1-10	*		*
	Partner: TVER STATE UNIVERSITY - Tver U RO				
CM_SCM-T051B05-2005	Partner: FAR-EASTERN STATE TECHNICAL UNIVERSITY - Vladivostok U RU	*3,5,8	*		*
	Partner: PETROZAVODSK STATE UNIVERSITY - Petropavlovsk-Kamchatka U RU				
	Partner: STAATLICHE UNIVERSITAET SAKHALIN - Yuzhno-Sakhalinsk U RU				

PROJECT ID	RF Co-ordinators and/or partners	Relevance to Bologna Action Lines (1-10)	RF Partners	Project size (>300KEuros) ( ~ = close )	Location
	Partner: TECHNICAL UNIVERSITY OF VORONEZH - Voronezh U RU				
	Partner: LEHRMETHODISCHER VERBAND (UMO) DES BILDUNGSMINISTERIU MS DER RUSSISCHEN FOEDERATION DER STUDIENRICHTUNG "MANAGEMENT" - Moscow O RU				
	Partner: NOVOSIBIRSK STATE UNIVERSITY - Novosibirsk O RU				
	Partner: ASSOCIATION DE REKTOREN DER RF - STATE UNIVERSITY MOSCOW - Moscow I RU				

## **APPENDIX 6**

### **EU PARTNER/COORDINATOR SITE VISITS**

## 6. EU PARTNER/COORDINATOR SITE VISITS

Project ID	Coordinator	Email
JEP-22240-2001-TACIS	Nadine Burquel	<a href="mailto:burquel@esmu.be">burquel@esmu.be</a>
JEP-24069-2003-TACIS	Nadine Burquel	<a href="mailto:burquel@esmu.be">burquel@esmu.be</a>
JEP-26017-2005-TACIS	Nadine Burquel	<a href="mailto:burquel@esmu.be">burquel@esmu.be</a>
JEP-24048-2003-TACIS	Christine Bithell	<a href="http://Kingston University London">Kingston University London</a>
JEP-25146-2004-TACIS	Catherine Schneider	<a href="mailto:catherine.schneider@upmf-grenoble.fr">catherine.schneider@upmf-grenoble.fr</a>
JEP-25165-2004-TACIS	Marc Bartoli	<a href="mailto:marc.bartoli@upmf-grenoble.fr">marc.bartoli@upmf-grenoble.fr</a>
JEP-25218-2004-TACIS	Michel Vernet	<a href="mailto:Michel.Vernet@inpg.fr">Michel.Vernet@inpg.fr</a>
JEP-25241-2004-TACIS	Patrick Gray	<a href="mailto:p.gray@londonmet.ac.uk">p.gray@londonmet.ac.uk</a>
JEP-25241-2004-TACIS	John Dickens	<a href="mailto:john.dickens@london.ac.uk">john.dickens@london.ac.uk</a>
JEP-26033-2005-TACIS	Marc Vuijlsteke	<a href="mailto:mvuijlsteke@coleurop.be">mvuijlsteke@coleurop.be</a>
T001B04	Jean-Noël Pachoud	<a href="mailto:jean-noel.pachoud@ac-grenoble.fr">jean-noel.pachoud@ac-grenoble.fr</a>
SCM-T005A05	Jean-Noël Pachoud	<a href="mailto:jean-noel.pachoud@ac-grenoble.fr">jean-noel.pachoud@ac-grenoble.fr</a>
various projects	Yaroslav Mudryi	<a href="mailto:y.mudryi@londonmet@ac.uk">y.mudryi@londonmet@ac.uk</a>
All HSE projects	Michel Sollogoub	<a href="mailto:sollogoub@univ-paris1.fr">sollogoub@univ-paris1.fr</a>

## **APPENDIX 7**

### **EU PARTNER/COORDINATOR QUESTIONNAIRE**



## 7. EU PARTNER/COORDINATOR QUESTIONNAIRE

### Mid-term evaluation of TEMPUS in Russia – Assessing the contribution of TEMPUS to the Bologna process in Russia

#### Questionnaire

#### SECTION D – EU Partner Prospective

TEMPUS Project ID:

Name of the Institution:

Name and position of the respondent:

Please identify which of the following ten Bologna Process action lines were relevant **to your Russian partner Higher Education Institution** (HEI) in the TEMPUS project:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education
7. Lifelong learning
8. The involvement of HE institutions and students in the development of the Bologna Process
9. Promoting the attractiveness of the European Higher Education Area.
10. European Higher Education Area and European Research Area – two pillars of the knowledge based society.

1. Did you participate into the development of any courses/degrees taught in a foreign (i.e. non Russian) language in your Russian partner HEI within your TEMPUS project? Y/N
2. Did any Russian Federation teachers involved in the project teach in a foreign (i.e. non Russian) language in your institution (HEI)? Y/N
3. What information did you provide to potential visiting Russian students regarding any courses or degrees open to them within your project?
4. Did you find it easy to compare any courses or degrees developed by your Russian partner HEI within your project to the courses and degrees delivered in your institution? Y/N
5. If no (in response to question 4), why?
6. Did your Russian partner HEI adopt a two cycle system of degrees (Bachelor and Master)? Y/N
7. Did your Russian partner HEI more specifically adopt a credit system within your project, and if yes which system? Y/N
8. Does your Russian partner HEI encourage graduating 1<sup>st</sup> cycle students to undertake 2<sup>nd</sup> cycle programmes? Y/N
9. How did your project increase the employment opportunities of Russian 1<sup>st</sup> cycle graduating students?
10. Is the method used by your Russian partner HEI to assign workload to credits similar to the method used in your institution? Y/N

11. If no (in response to question 10), provide an assessment of major differences.
12. Did your Russian partner HEI attach learning outcomes to degree programmes and/or courses developed within your project? Y/N
13. Is your Russian partner HEI aware of the Tuning project?
14. Do you expect any further development of ECTS at your Russian partner HEI? Y/N
15. Did your Russian partner HEI interact with your institution regarding the development of the credit system within your project
  - a. inside the Russian Federation? Y/N
  - b. outside the Russian Federation? Y/N
16. Was mobility a part of your project? Y/N
17. What measures did your Russian partner take within your project to eliminate any obstacles to student mobility?
18. How many Russian students have studied in your institution as part of your project since January 1<sup>st</sup> 2001?
19. How many teachers from your Russian partner HEI have visited your institution since January 1<sup>st</sup> 2001 as part of your project?
20. How many teachers from your institution taught at your Russian partner HEI as part of the project?
21. Did your project develop new approaches with regards to quality assurance that is used or considered using at your Russian partner HEI?
22. Did your Russian partner HEI interact with your institution regarding quality assurance as part of your project?
  - a. inside the Russian Federation Y/N
  - b. outside the Russian Federation Y/N
23. How did your Russian partner promote the European dimension in your project?
24. What measures did take your Russian partner as part of your project to encourage lifelong learning?
25. What measures did take your Russian partner as part of your project to promote equality of access to higher education?
26. Are you aware of your Russian partner taking measures within your project to disseminate information regarding the Bologna process to its students?
27. Are you aware of your Russian partner taking measures to involve its students in the management of your project?
28. Is your Russian partner aware of the development of the European Higher Education Area (EHEA)? Y/N

29. What cooperation did your Russian partner have with representatives of business and social partners within your project?
30. Describe the links between teaching and research within your Russian partner HEI?
31. How do you assess the influence of your project regarding the adoption of the Bologna process within your Russian partner HEI?

## **APPENDIX 8**

### **PROJECT WORKSHOP PROGRAMME AND SPEAKERS ABSTRACTS<sup>4</sup>**

---

<sup>4</sup> The Workshop was intended for mainly participants from Russian Federation HEIs and most of the presentations have been written in Russian in order to minimise error of understanding through translation into English. A translation of each title is given.

## **8. PROJECT WORKSHOP PROGRAMME AND SPEAKERS ABSTRACTS**

### **A one day Workshop on TEMPUS Projects: contributing to Bologna implementation**

*09.30 - 10.00 Arrival*

#### **Scope of the Project**

10.00 Opening speech from the Delegation of the European Commission to Russia – Hans Schoof

10.20 Hans Schoof, head of EC-Russia cooperation programme, Delegation of the European Commission to Russia

10.30 Helda Skugstad, Tempus Russia desk officer, DG Education and Culture, European Commission

10.40 Presentation by the team Leader - Anthony Vickers

10.50 Presentation of Questionnaire Data Analysis – Gennady Lukichev

*11.10 – 11.30 Coffee*

#### **Bologna Action Lines 1-4**

11.30 Jana Klimentovichus, St Petersburg State University of Economics and Finance  
Action Line 1

11.45 Dmitry Puzankov, St Petersburg State Electrotechnical University  
Action Line 2

12.15 Elena Golubinskaya, State University-Higher School of Economics, Moscow  
Action Line 4

12.30 Discussion

*13.00 – 14.00 Lunch*

#### **Bologna Actions Lines 5-7**

14.00 Irina Borisova, Nizhny Novgorod Lobachevskii State University  
Action Line 5

14.20 Natalia Yargomskaya, European University of St Petersburg  
Action Line 6

14.40 Vadim Mordashev and Michail Vasiliev – Moscow State University, Anatoly Grachev, executive director - Innovation association “VoronezhIntech”  
Action Line 7

15.00 Discussion

*15.30 – 16.00 Coffee*

#### **Bologna Action Lines 8-10**

16.00 Students, Natalia Medvedeva (RPFU) and Armen Arakelyan MGIMO  
Action Line 8

16.15 Andrei Arzhannikov, Novosibirsk State University  
Action Line 9

16.30 Eugenia Fastova, Head of Graduate Recruitment Department at Deloitte & Touche and Valery Os'kin, Executive Director for the Association of Personnel Search. Consultants.

Action Line 10

16.45 Discussion

#### **Recommendations for Dissemination**

17.15 Anthony Vickers

17.25 Discussion on recommendations

*18.00 Close*

**Вклад проекта JointLab в повышение привлекательности Европейского пространства высшего образования**  
**Contribution of the JointLab Project to the enhancement of attractiveness of the European Area of Higher Education**

Проф., А.В. Аржанников  
Новосибирский государственный университет  
Prof. A. Arzhannikov,  
Novosibirsk State University

Современное высшее профессиональное образование ориентировано на кадровое обеспечение перехода к постиндустриальному обществу с высокотехнологичной производственной сферой, которая нацелена на изготовление интеллектуально насыщенной продукции и получение новых знаний. Другой важный ориентир современного высшего образования – воспитание такого нового поколения жителей евразийского континента, которое разделяло бы идеологию единства наций при сохранении самобытности их культуры в ходе развития, а также активно боролось бы за защиту и сохранение окружающей среды. Указанным ориентирам в значительной мере соответствует реализация проекта по программе Темпус UM-JEP\_24025\_2003 «Объединенная европейско-сибирская лаборатория распределенных мультимедийных ресурсов JointLab». Проект осуществлен консорциумом вузов и учреждений нескольких европейских стран и Российской Федерации: Leipzig University of Applied Sciences (HTWK), Robert Gordon University (RGU, Aberdeen), The Open University (London), Novosibirsk State University (NSU), Krasnoyarsk State Technical University (KrSTU), National Microelectronics Applications Centre Ltd (MAC, Limerick), International Media & Book Agency (Berlin).

Этот проект был призван способствовать распространению в Сибирском регионе Болонского процесса, который обозначен как магистральный путь развития высшей школы в Европейском союзе. В частности, работы по проекту JointLab сосредоточены на выполнении задач по 9-му направлению программы Темпус «Повышение привлекательности Европейского пространства высшего образования». Среди задач, решаемых в проекте JointLab, можно выделить следующие:

1. Повышение доступности образования через адаптацию учебного материала применительно к контингенту слушателей и использование новых информационно-коммуникационных технологий для широкого распространения информации.
2. Подъем уровня профессионализма в изложении достижений современной науки в ходе преподавания специальных дисциплин посредством привлечения к чтению лекционных курсов ученых с мировым именем, участия обучающихся в международных научных мероприятиях посредством Интернета, а также введением в практику блочного принципа изложения современных междисциплинарных знаний. Этот принцип означает, что взаимно дополнительные лекции в рамках общего учебного курса по различным разделам науки читают профессиональные ученые, активно работающие по актуальным научным проблемам именно в этих разделах.
3. Расширение информированности общества о научных достижениях и новейших технологиях через привлечение выдающихся ученых к чтению научно-популярных лекций, трансляцию этих лекций через Интернет, представление новейших научных и технологических результатов на стендах различных выставок.
4. Дальнейший подъем привлекательности в представлении учебных материалов и создание новейших подходов к его освоению за счет использования уникального оборудования и достижений компьютерных и информационно-коммуникационных технологий. Использование для этого ресурсов и опыта различных институтов и компаний, выступающих в качестве заказчиков и партнеров образовательных программ подготовки магистров, кандидатов и докторов наук.

Интернет ресурсы по данному вопросу: <http://www.jointlab.nsu.ru>, <http://www.mdest.nsu.ru>, <http://www.jointlab.nsu.ru/education/physics/library>; <http://www.jointlab.nsu.ru/education/physics/eldin/>; <http://ecologist.nsu.ru>; <http://educator.phys.nsu.ru>, <http://i-portal.nsu.ru>, <http://museum.nsu.ru>, <http://asd.nsu.ru>.

## **European Studies Institute contribution to the EU-Russia cooperation**

Aram Arakelian, student European Studies Institute

As a result of a large-scale discussion that the Ministry of Education held in 2002-2003 in the society the decision of spreading out the Bologna process in Russia has been taken.

Moscow State Institute of International Relations-University (MGIMO-U) took a pioneer mission in this field by adopting a two-level graduation system (bachelor-master) in 1994 and starting to grant a Bologna supplement to the State Master Diploma. MGIMO gained advantage of ECTS as well.

At the summit in Moscow in May 2005, the European Union and Russia agreed to investigate the means of promoting the Bologna process in EU related studies and training in Russia. Within the framework of the EU/Russia Common Space of Science and Education, the aim was to encourage the study of EU law, economy and politics, in accordance with the best practices in the EU and standards of Bologna system, including training and retraining of government officials and post-graduate students. To achieve this the EU and Russia decided to found a European Institute at the appropriate Russian Institute in Moscow (MGIMO).

On 25 September 2006 the European Studies Institute (ESI) commenced its activities at the Moscow State Institute of International Relations-University (MGIMO-U) of the Ministry of Foreign Affairs. Participation in the Tempus project CD-Jep – 26033-2005 “Introduction of Masters in European Integration Studies” was a contribution for the initial phase.

The main goal of the ESI is to equip professionals engaged in the EU-Russia cooperation with a better knowledge and understanding of the European Union and EU-Russia dialogue for the benefit of both parties and their rapprochement.

The main curricula activities of the ESI comprises:

- Master's Programmes in EU law, economy and politics.
- Short-term courses.
- Seminars and conferences.

The ESI is playing an active role in creating a network of partners universities dealing with EU integration studies.

### Master's Programme in EU Studies

A Master's Programme is a post-graduate (re-) training programme for Russian and EU civil servants; representatives of public and private companies, organizations and NGOs; postgraduate students and scholars in European integration.

Academic standards, training materials and methods will be compatible with the best practices of similar EU training institutions, such as the College of Europe in Bruges with which the ESI has established a close cooperation.

The Master's Programme starts in September and finishes next December. It is divided into three terms, lectures and seminars during the first two and writing of the thesis during the final one. Excellent students may be sent to an EU institution or country for traineeship during summer.

### Short-Term Courses

Taking into account the needs of Ministries and Agencies, the ESI provides short-term courses in European integration, inter alia:

- A three-month training programme
- Shorter modular programmes – from 3 weeks to 2 months

The training programmes are delivered by highly-qualified Russian and EU professors from higher education institutions; experts in EU policy and institutions; and by Ministries' and Agencies' officials.

The ESI conferences and seminars are designed to share experience and promote dissemination of knowledge in the field of EU studies.

The ESI publish conferences' materials, manuals, training and research materials, textbooks and monographs.

The ESI is playing an active role in creating a network of partners universities dealing with EU integration studies and is cooperating with:

- Russian Ministries and Agencies in order to select students for training programmes and to adapt the curricula to their needs;
- Leading Russian and EU universities in order to develop the curricula and to exchange teachers and students;
- The business community in order to re-train businessmen;
- the EU Member-States and third countries in order to enrol their students in the ESI.

The ESI pays an intend attention to visibility, transparency and dissemination of the information about its programmes and activities by creation, publishing and editing electronic journal "All Europe.ru" on a monthly basis (14 editions has already issued) – [www.alleuropa.ru](http://www.alleuropa.ru) and by updating its web-site [www.eurocollege.ru](http://www.eurocollege.ru) .



**Послесловие к итогам проекта Tempus-Mobility в ГУ-ВШЭ**  
**Concluding remarks to the Tempus- Mobility Project Implemented at State University – Higher School of Economics**

Е.В. Голубинская  
Государственный Университет - Высшая Школа Экономики  
E. Golubinskaya  
**State University – Higher School of Economics**

В 1999 – 2002 годах Высшая Школа Экономики принимала участие в трехлетнем проекте развития академической мобильности программы Tempus. И сейчас, через пять лет после окончания проекта, полученный международный опыт продолжает приносить пользу. После того, как цели и задачи, поставленные в начале реализации проекта, получили свое выражение в непосредственных результатах, стартовавшие программы продолжают развиваться самостоятельно, содействуя образовательному процессу в ГУ-ВШЭ.

В момент подачи заявки на участие в программе ВШЭ уже участвовала в нескольких проектах Tacis, направленных на создание системы экономического образования нового типа, реструктурирование университетского образования и совершенствование методов обучения. Тем не менее, ясно стояли задачи выведения образования, предоставляемого ГУ-ВШЭ, на международный уровень.

Будучи очень молодым российским университетом, ВШЭ остро нуждалась в том, чтобы пройти многие этапы развития в ускоренном режиме и достичь международных стандартов образования в области гуманитарных наук, особенно в экономике. Поэтому было принято решение участвовать в проекте академической мобильности Tempus, обозначив четкие цели и вступив в сотрудничество с проверенными партнерами, формируя прочный базис для достижения ожидаемых результатов.

Развивая студенческую мобильность, мы ставили многомерные цели, такие как:

- включение студенческой мобильности в образовательный процесс ВШЭ
- подготовка новых поколений молодых преподавателей
- создание сети профессионального взаимодействия молодых исследователей
- создание базы для совместного научного руководства подготовкой диссертаций аспирантов
- создание отлаженной системы студенческой мобильности как базы для
- программ двойных магистерских дипломов
- вовлечение региональных филиалов ВШЭ (Нижний Новгород, Пермь, Санкт-Петербург) в международное образовательное пространство
- изучение и адаптация Европейской Системы Взаимозачета Кредитов в ГУ-ВШЭ, как инструмента управления академической мобильностью.

Для реализации этих задач был создан консорциум из сознательно ограниченного числа университетов-партнеров (всего 5) с целью достичь «критической массы» студентов, участвующих в программах мобильности (на трех уровнях – бакалавриат, магистратура, аспирантура). Выбранная форма объединения привела в дальнейшем к признанию качества образования ВШЭ в европейских университетах-партнерах, и на этой основе программы двойных магистерских дипломов получили значительное развитие. В силу нашего долголетнего сотрудничества с Университетом Эразмус в Роттердаме и Университетом Париж-1, Пантеон – Сорбонна по разным образовательным направлениям наши партнеры с готовностью делились опытом в сфере международного образования, включая студентов ВШЭ в европейское образовательное пространство.

В рамках проекта Tempus студенты ВШЭ впервые получили возможность провести один семестр в европейских университетах, при этом изучаемые там дисциплины включались в их учебные программы, а результаты обучения за рубежом признавались в нашем университете и вносились в дипломы студентов. Из 75 участников программы академической мобильности, 25 студентов либо преподают, либо вовлечены в научно-исследовательскую деятельность в ГУ-ВШЭ и ее региональных филиалах.

Увеличение числа студентов нашего университета, участвующих в проектах мобильности, серьезно повлияло и на развитие программ двойных магистерских дипломов, поэтому сейчас они доступны для студентов практически всех экономических специализаций. В

рамках этого направления, к примеру, 83 студента ВШЭ получили степень магистра экономики Университета Эразмус наряду с российским магистерским дипломом.

27 аспирантов из ГУ-ВШЭ приняли участие в двухмесячных исследовательских стажировках в университетах-партнерах, где работали под руководством европейских преподавателей, получая, таким образом, первый опыт научного общения на международном уровне. Они не только успешно реализовали свои исследования и защитили диссертации (21 человек продолжает преподавание и исследовательскую работу в университете), но и завязали многочисленные научные и профессиональные связи. Впоследствии, на основе этих схем взаимодействия аспирантов, образовалась система двойного научного руководства: сотрудничество в Университете Эразмус привело к заключению многообещающего соглашения с Институтом Тинбергена, где студенты ВШЭ имеют возможность учиться на программах Ph.D.

Участие в проекте академической мобильности позволило сделать значительный шаг в развитии региональных филиалов ВШЭ: аспиранты и молодые преподаватели были включены в международную образовательную среду и сейчас составляют ядро взаимодействия филиалов с университетами-партнерами и с европейским научным миром.

Несмотря на то, что прием европейских студентов в ГУ-ВШЭ сравнительно невелик, сама возможность такого обмена составляет значимую часть программ. Многие европейские аспиранты получили консультации профессоров ВШЭ и возможность участия в научных семинарах во время визитов в Россию, что позволило им привнести дополнительные результаты в работу над диссертациями.

Пожалуй, самый важный итог проекта – то, что его реализация изменила само отношение к студенческой мобильности в ГУ-ВШЭ. В настоящий момент обменные программы, программы двойных дипломов и другие формы международного сотрудничества – неотъемлемая часть университетской жизни. Для того чтобы помочь студентам ориентироваться в возможностях международного сотрудничества, был создан отдел международных студенческих программ. Более того, значительная международная активность студентов ГУ-ВШЭ с каждым годом повышает репутацию университета в европейском образовательном пространстве.

Международное сотрудничество, организованное в рамках проекта, позволило вывести отношения с партнерами на новый уровень: разнообразие реализуемых образовательных проектов постоянно растет. Проект развития студенческой мобильности программы Tempris позволил определить ключевые в реализации международной стратегии ГУ-ВШЭ и поставить новые цели для их решения: необходимость сглаживания различий и отладка систем кредитных единиц в образовательных программах, расширение и усовершенствование практики преподавания дисциплин приглашенными иностранными профессорами, а также создание качественных образовательных программ на английском языке, что должно позволить ГУ-ВШЭ в большей степени интегрироваться в европейское образовательное пространство.

**Развитие международных образовательных программ: качество, подтвержденное дипломом**  
**Development of International Curricula: Quality Validated by Diplomas**

И.А.Максимцев, Е.А. Горбашко, Я.Я. Клементовичус  
Санкт-Петербургский государственный университет экономики и финансов  
I. Maksimtsev, E. Gorbashko, J. Klementovitchus,  
St.. Petersburg State Univeristy of Economics and Finance

Сегодня в университетских кругах любые вопросы, связанные с Болонским процессом, вызывают большой резонанс. Актуальным остается вопрос о соответствии российской системы образования международным стандартам и гарантиям качества образования. Сможет ли Россия отстоять свои национальные интересы? Какое влияние такая унификация окажет на национальную систему образования? Как известно, в нашей стране накоплен значительный опыт подготовки высококвалифицированных кадров по многим направлениям науки. Российское образование имеет много достоинств, которые высоко оцениваются и западными экспертами. Вместе с тем, российские вузы должны, разрабатывая стратегию своего развития, учитывать влияние глобализации и интеграции, в том числе и в образовательной сфере. Включение России в Болонский процесс – это тот шаг, который позволит выпускникам 2010 и будущих лет чувствовать себя абсолютно спокойно и уверенно в любой из европейских стран с дипломом, полученным в России.

**Санкт-Петербургский государственный университет экономики и финансов (СПбГУЭФ) является одним из крупнейших и ведущих вузов Российской Федерации. С 1991 года СПбГУЭФ ежегодно занимает первое место в официальном рейтинге Министерства образования и науки РФ среди экономических вузов страны. В 2000 году СПбГУЭФ был лауреатом премии Правительства Санкт-Петербурга в области качества.**

В стратегическом развитии СПбГУЭФ одной из приоритетных задач видит повышение качества образовательной деятельности, совершенствование форм и методов обучения, традиционно уделяя особое внимание зарубежному опыту в области подготовки экономических кадров. Стратегия международного сотрудничества вуза, прежде всего, направлена на развитие международных программ и проектов, способствующих повышению уровня и престижа российского экономического образования, как в России, так и за рубежом, а также постепенной интеграции в европейский рынок образовательных услуг.

Последние пятнадцать лет отмечены активным крупномасштабным и многоплановым сотрудничеством СПбГУЭФ с ведущими европейскими университетами Франции, Германии, Италии, Польши в направлении создания совместных образовательных программ, ориентированных на создание многоуровневой системе обучения. Среди таких программ:

- *совместные образовательные программы, предусматривающие выдачу диплома университета – партнера:*
  - С 1995 года в партнерстве с университетом им. Пьера Мендес Франса (Гренобль, Франция) при поддержке МИДа Франции реализуется совместная бакалаврская программа по экономике и управлению на французском и английском языке. Основная цель - используя современные технологии дистанционного обучения, обеспечить базовую подготовку российских студентов в области экономики и управления и предоставить им право на получение государственного французского диплома, не покидая пределов России. Программа пользуется большим спросом как со стороны студентов СПбГУЭФ (75% учащихся), так и среди студентов других вузов города (представлено 11 высших учебных заведений);
  - С 1993 в партнерстве с университетом Париж-Дофин при поддержке МИДа Франции осуществляется подготовка специалистов по направлению «Менеджмент». До 2005 года российские студенты, обучаясь по совместной

программе, могли получить французских эквивалент диплома «Специалиста» - диплом «Maîtrise » (*мэтриз*). В рамках Болонского процесса французские университеты и, в частности экономические, перешли на подготовку бакалавров и магистров. Соответственно, программа была полностью перестроена и сегодня предлагается как прикладная программа подготовки магистров «Финансы и учет» на французском и английском языке. В процессе обучения магистранты получают необходимые знания и навыки для работы в сфере международных финансов;

- *совместные образовательные программы, предусматривающие выдачу двойных дипломов*

- В 2005 году в партнерстве с университетом Гамбурга (Германия) при поддержке DAAD была открыта программа “MiBA – Master of international Business Administration”. В Германии программа реализуется с 1998 года и уже получила международное признание. Сегодня на программе обучаются представители семи стран. Обучение проходит на английском языке. Занятия ведут немецкие и российские преподаватели (50/50). По окончании обучения выдается 2 диплома – диплом магистра СПбГУЭФ и диплом Университета Гамбурга – по направлению «Управление международным бизнесом».
- В 2005 году в СПбГУЭФ в консорциуме с тремя европейскими университетами получил право реализации проекта ТЕМПУС, направленного на создание программы европейского магистра «Экономика предприятия и международная интеграция». Данное сотрудничество - яркий пример реализации принципов Болонского процесса. При разработке учебных курсов максимально учтены потребности российского и европейского рынков труда. Программа, безусловно, привлечет внимание тех, кто заинтересован в получении образования европейского качества, опыта межкультурного общения и видит свою будущую карьеру в международной компании. На втором году появляется возможность выбора одной из трех специализаций, что фактически означает параллельное зачисление в магистратуру вуза-партнера: «Управление человеческими ресурсами и международная конкурентоспособность» совместно с Университетом им. Пьера Мендес Франса (Гренобль, Франция), «Управление качеством и инновациями» совместно с Университетом Ла Сапиенца (Рим, Италия), «Реструктуризация предприятия в условиях международной интеграции» совместно с Экономической Академией (Краков, Польша). По окончании обучения выдается 2 диплома – диплом СПбГУЭФ и диплом европейского университета в соответствии с выбранной специализацией.

Обеспечение качества международных образовательных программ в СПбГУЭФ основывается, прежде всего, на:

- инновационных технологиях и методах обучения (модульная система, дистанционные формы обучения с применением Интернет технологий, кейсовых технологий и т.п.);
- использовании ECTS<sup>5</sup> и сформированных методических основах перезачета учебных дисциплин СПбГУЭФ и вузов-партнеров при формировании совместных образовательных программ;
- отборе преподавателей, свободно владеющих иностранными языками и обладающих необходимыми компетенциями, для проведения учебного процесса в рамках совместных образовательных программ;
- организации учебно-методического обеспечения совместных образовательных программ на основе формирования учебно-методических комплексов дисциплин;
- организации учебной работы по совместным образовательным программам в рамках специально созданного структурного подразделения университета;

---

<sup>5</sup> ECTS (European Credit Transfer System) – европейская система зачетных единиц

- организации повышения квалификации специалистов (преподавателей и учебно-вспомогательного персонала), работающих на международных образовательных программах;
- академической мобильности преподавателей и студентов, обучающихся на совместных образовательных программах.
- использовании экспертно-аналитической системы оценки качества совместных образовательных программ и составляющих их учебных дисциплин с позиций соответствия дидактических единиц, их содержательного наполнения компетенциям выпускников (бакалавров-магистров).
- аккредитации международных образовательных программ на европейском уровне.

При поступлении на международные образовательные программы особым преимуществом пользуются те учащиеся, которые кроме английского свободно владеют языком страны вуза-партнера (немецким, французским, итальянским или польским). Благодаря дополнительным стипендиальным программам они могут принять участие в разнообразных программах академической мобильности и пройти стажировку на предприятии.

Подготовка бакалавров и магистров в партнерстве с ведущими европейскими университетами, основным принципом которой выступает обеспечение высокого уровня качества образования, остается одной из приоритетных задач СПбГУЭФ в области международных связей, его вкладом в повышение конкурентоспособности российской системы высшего образования на мировом рынке образовательных услуг.

**Европейское сотрудничество по обеспечению качества образования**  
**European Cooperation in the Field of Quality Assurance in Education**

И.Борисова, руководитель центра качества образования  
ННГУ им. Н.И.Лобачевского  
I. Borisova, Head of Centre for Quality in Education  
Nizhny Novgorod State University named after N. Lobatchevsky

Проблема обеспечения качества образования продолжает оставаться одной из самых обсуждаемых в настоящее время как представителями государственных органов, работодателей, так и академической общественностью.

Даная проблема имеет не только национальную, но и международную значимость, в частности, она приобрела особую актуальность в европейском пространстве и нашла отражение в документах Болонского процесса. Так, в Болонской декларации среди основных задач, решение которых будет способствовать созданию единого образовательного пространства в Европе, заявлена задача обеспечения необходимого качества высшего образования.

Используемые в вузах России модели управления качеством подготовки специалистов опираются на зарубежные подходы и стандарты.

При решении вопросов, возникающих в процессе создания системы обеспечения качества образования, нам помогает опыт, полученный при реализации проектов Темпус. За 13 лет участия в программе Темпус ННГУ выполнил и выполняет 14 совместных европейских проектов. Поддержка этих программ позволила ускорить выполнение некоторых задач, поставленных миссией университета, ННГУ из закрытого для внешнего мира вуза превратился в достаточно известный за рубежом университет.

Осенью этого года завершился очередной проект, особенностью которого было то, он что полностью был посвящен разработке системы управления качеством образовательного процесса - "Achieving Bologna through Total Quality Management" «Всеобщий менеджмент качества для университетов» (UM-JEP-24069-2003).

Целью проекта являлась разработка системы обеспечения качества учебного процесса в Нижегородском университете, удовлетворяющей требованиям Болонской декларации и внешних заказчиков. Задачи проекта:

- создание в ННГУ трех международных кружков качества,
- создание ресурсного центра по обеспечению качества учебного процесса,
- повышение квалификации руководящего состава ННГУ по вопросам управления качеством учебного процесса «Болонская культура».
- разработка плана обеспечения качества учебного процесса в ННГУ и методического руководства по управлению качеством,
- распространение результатов и обеспечение устойчивой работы после окончания проекта,
- мониторинг качества выполнения проекта.

Разрабатываемая в Нижегородском университете система оценки и обеспечения качества подготовки специалистов ориентирована на типовую модель внутривузовской системы качества, предложенную Рособранзором, и основывается на европейской модели «Совершенство в бизнесе», процессной модели системы менеджмента качества, используемой в стандарте ISO 9000, а также Стандартах и руководствах по гарантии качества высшего образования в европейском пространстве, разработанных ENQA.

С учетом консультаций наших европейских коллег разработали нормативное обеспечение, которое станет основой работы системы, обновили нормативно-правовую базу учебного процесса, разработали форму европейского приложения к диплому. В ближайшее время должен заработать электронный документооборот, который, надеемся, позволит проводить мониторинг университетских структур в реальном времени. Вузы Приволжского федерального округа получили свободный доступ к университетскому ресурсному центру по обеспечению качества учебного процесса. Вышел из печати и распространен среди вузов трехтомный сборник документов и проблемных статей под общим названием «Болонский процесс и качество образования», регулярно издается сборник «Качество образования. Проблемы и перспективы». Регулярно проводится повышение квалификации своего

руководящего состава по вопросам управления качеством учебного процесса «Болонская культура», созданы и работают три международных кружка качества (было проведено 6 заседаний - в Нижнем Новгороде, Брюсселе, Дублине и Лондоне). С 2001 года в университете действует семибалльная шкала оценки знаний студентов, напоминающая европейскую, хотя для признания Европой наших дипломов переход на европейскую систему оценки знаний не является обязательным.

Методическое обеспечение системы обеспечения качества образования в ННГУ осуществляет центр качества образования. В систему обеспечения качества образования вошла служба трудоустройства выпускников, отдел учебно-воспитательной работы со студентами. По данным опроса нашей Социологической лаборатории треть студентов к моменту окончания обучения уже обеспечены работой. В ННГУ накоплен богатый опыт внеучебной работы со студентами. ННГУ реализует проект «Малая академия государственного управления», имеющий целью подготовку лидеров, обладающих навыками организационно-массовой работы.

Успешность выполнения задач по созданию и внедрению соответствующей положениям Болонской декларации и удовлетворяющей требованиям внешних заказчиков системы качества в ННГУ предопределено тесным взаимодействием с Ассоциацией промышленников и предпринимателей Нижегородской области, созданием с участием представителей бизнеса и государственных структур научно-методического Совета по качеству образования. Отметим, что разработка стратегии ННГУ по взаимодействию с внешними предприятиями и организациями также поддерживается программой Темпус-Тасис. С 2007 года Нижегородский университет выполняет проект «Университетский трансфер знаний для устойчивого роста».

Реализация проекта Темпус «Всеобщий менеджмент качества для университетов» позволила повысить квалификацию как руководящего состава ННГУ, так и обучить сотрудников различных структурных подразделений ННГУ по вопросам разработки и внедрения систем оценки качества образовательного процесса, что в целом способствовало распространению «культуры качества» в коллективе университета: 106 сотрудников университета (от руководства до преподавателей) прошли обучение за рубежом в рамках 13 семинаров и кружков качества в вузах стран-партнеров по проекту. Наши европейские партнеры участвовали в качестве лекторов в программах повышения квалификации для преподавателей вузов региона.

Безусловно, реализацией проекта Темпус не закончилась работа по созданию системы обеспечения качества подготовки специалистов, но этот проект позволил использовать сопоставимые и понятные нашим европейским партнерам подходы и критерии.

**О проекте Программы Темпус «Обучение в течение всей жизни малого и среднего предпринимательства и развитие образовательных структур, SM\_SCM-017BO5-2005»  
On the Tempus Project “Lifelong Learning for Small and Medium-Sized Businesses and Development of Education Structures, SM\_SCM-017BO5-2005»**

Маршев В.И. – д.э.н., профессор экономического факультета МГУ им. М.В.Ломоносова,  
координатор российской группы Проекта  
V. Marshev, Doctor of Economics, Professor of the Economics Department, MSU named after M.  
Lomonosov, RF project coordinator

1. Тема Проекта (согласно приоритету РФ) – «Непрерывное обучение (LLL) менеджеров малого и среднего бизнеса и соответствующее развитие образовательных структур в РФ»
2. Цели Проекта:
  - 2.1. Обмен опытом и информацией для разработки предложений по формированию в РФ системы LLL в области менеджмента малого и среднего бизнеса (МСБ)
  - 2.2. Разработка каталогов компетенций для внедрения системы LLL менеджмента МСБ
  - 2.3. Разработка предложений по совершенствованию и развитию российских учебных заведений с целью ускорения трансфера новых знаний в экономику на базе концепции LLL в области менеджмента МСБ
  - 2.4. Распространение полученных результатов
3. Сроки выполнения Проекта: 08.2006-08.2007
4. Участники Проекта – Международный Консорциум:  
*Европейские партнеры:*
  - Фонд «Образование и Ремесло», Падерборн (Германия)
  - Университет г. Падерборна (Германия)
  - Высшая школа среднего и малого предпринимательства, г. Билефельд (Германия)
  - Высшая школа Европейской Интеграции, г. Штецин (Польша)*Российские партнеры:*
  - Московский Государственный Университет, экономический факультет
  - Новосибирский Государственный Университет, экономический факультет
  - Воронежский Государственный Университет, экономический факультет
  - Балтийский Государственный Университет
  - Дмитровская межрайонная торгово-промышленная палата г. Дмитров (Моск. обл.)
5. Целевые группы Проекта – Администрация и ППС экономических вузов РФ
6. Глоссарий – Инновация, Инновационный бизнес, Коммерциализация инноваций, Компетентность, Малый и средний бизнес, Общие и ключевые компетенции, Компетентностный подход, LLL («Обучение везде, всему, всех, всегда»)
7. Методы исследований – Анализ статистики, Анкеты, Интервью, Бенчмаркинг в LLL, Визиты
8. Три базы данных:
  - 8.1. «Обследование населения по проблемам занятости» (ОНПЗ) представляло *первую базу данных* Проекта. ОНПЗ за последние 5 лет использовалось для получения представления о потенциальных клиентах LLL, нуждающихся в приобретении новых компетенций, как для начала своего собственного дела или нового вида деятельности (как бизнеса), так и для повышения квалификации менеджеров малого и среднего бизнеса в новых конкурентных условиях.
  - 8.2. *Вторая база данных* - это данные Федеральной службы по труду и занятости (ФСЗ), демонстрирующие официально зарегистрированное число потенциальных клиентов LLL. Выяснилось, региональные подразделения ФСЗ могут, желают и должны стать сетевыми партнерами образовательных учреждений, нацеленных или созданных для реализации концепции LLL. В



случае создания этого альянса, образовательные учреждения будут гораздо острее ощущать и эффективнее выполнять свою социальную функцию, ибо будут целенаправленно способствовать разрешению проблемы трудоустройства и/или занятости населения России, упреждая появление на рынке труда очередной «порции» безработных предоставлением нужного образовательного продукта, востребованного бизнесом.

- 8.3. *Третьей базой данных* Проекта служила динамика МСБ в России и в регионах членов консорциума. Полученные данные по России в целом, Москве, г. Дмитрову, Московской, Ленинградской, Воронежской и Новосибирской области являются весьма показательными, ибо характеризуют ситуацию и динамику развития МСБ, как потенциального «работодателя», как законодателя мод в области современных общих и ключевых компетенций, востребованных малым и средним бизнесом, а значит и законодателя мод соответствующих образовательных продуктов.
9. Анализ ситуации образовательного рынка и диагностика потенциального спроса на LLL в РФ
10. Пять моделей менеджмент-образования в РФ: Высшее образование, Повышение квалификации, Профессиональная переподготовка, Мастер делового администрирования, LLL менеджеров МСБ
11. Компетентностный подход в формировании концепции LLL
12. Результаты Проекта:
  - 12.1. Электронная сеть Консорциума Проекта.
  - 12.2. Обмен опытом в области непрерывного образования, дополнительного образования и LLL менеджеров МСБ в странах участников Консорциума
  - 12.3. Каталог компетенций менеджеров МСБбизнеса
  - 12.4. Предложения по ресурсному обеспечению становления системы LLL менеджеров МСБ в РФ – кадровое, финансовое, правовое, учебно-методическое и др.
  - 12.5. Предложения по организационной структуре управления LLL в вузе (на примере подготовки менеджеров малого инновационного бизнеса)
  - 12.6. Публикация результатов Проекта (в виде 4 сборников общим объёмом более 25 п.л.)
  - 12.7. Распространение результатов Проекта в форме проведения международной конференции по теме Проекта (27.07.2007, ТПП г. Дмитрова, около 60 участников).

Европейский Университет в Санкт-Петербурге: европейское измерение российского ВУЗа.  
European University in St. Petersburg  
European Dimension of a Russian University

Яргомская Наталья  
Кандидат политических наук, научный сотрудник  
Центр европейских исследований  
Natalia Yagromskaya  
Ph.D., Political sciences, researcher, Centre for European Studies

*...Впервые о Болонском процессе я услышала на Летней школе в Центральном Европейском Университете в Будапеште в 1998 году. Помню, меня поразила идея о возможности сопоставлять разные системы образования аналогично тому, как "взвешиваются" валюты стран по отношению друг к другу. По окончании летней школы мне вручили сертификат о получении 4 кредитов ECTS. Тогда в родном Европейском Университете в Санкт-Петербурге (ЕУСПб) я перешла на второй курс аспирантской программы факультета политических наук и социологии (ПНИС). Учебная нагрузка на факультете с момента открытия (с 1996 года) исчислялась с помощью кредитов, и мне предстояло в новом учебном году для успешного выполнения требований программы заработать еще часть из них. Однако полученные в рамках летней школы кредиты мне негодились. Тогда никому не пришло в голову зачислять их в качестве учебной нагрузки...*

*Сегодня ситуация изменилась. В ЕУСПб получают качественное образование и степень магистра студенты со всего мира благодаря действующей международной магистерской программе по исследованиям России (ИМАРС)<sup>6</sup>. В рамках образовательных проектов ТЕМПУС студенты российских и европейских вузов, участвующие в обмене, зачитывают в своих вузах кредиты, полученные в университетах-партнерах по проекту.*

Европейскому Университету в Санкт-Петербурге внедрение принципов Болонской декларации дается отчасти легче, чем другим российским университетам. Прежде всего, потому, что ЕУСПб задумывался изначально как инновационный образовательный институт, ориентированный на обеспечение в России западных и, в первую очередь, европейских стандартов образования. Задача университета состояла в том, чтобы стать признанным научно-образовательным учреждением, как в России, так и среди международного сообщества. Это не могло не сказаться на характере создаваемых программ и организации учебного процесса. Упор был сделан на институционализацию "европейской традиции" и адаптацию ее к российским условиям. Эксперимент удался, и наш университет в прошлом году отпраздновал свой первый юбилей. *Наш опыт демонстрирует, что российские вузы могут довольно успешно сочетать лучшие российские образовательные традиции с принципами, провозглашенными в Болонской декларации.*

Так, в Европейском Университете в Санкт-Петербурге наряду с аспирантурой и программой переподготовки действуют магистерские программы, обеспечивая, таким образом, второй уровень подготовки специалистов. В дополнение к качественным программам подготовки и переподготовки в ЕУСПб создана система формальных и неформальных стимулов для мобильности преподавателей и слушателей<sup>7</sup>. Помимо основного состава преподавателей, курсы в ЕУСПб читают приглашенные российские и международные специалисты. Мобильность слушателей также всячески поощряется. На факультете ПНИС, например, подача заявки на участие в летних школах либо в конкурсах грантов является одним из обязательных требований программы.

Немаловажно заметить, что проектная культура, которая стала неотъемлемой частью ЕУСПб, во многом способствует пониманию "эффективной" логики Болонского процесса, а именно ориентации не на учебный процесс как таковой, а на его результат, то есть качество полученных знаний и умений. В связи с этим, сам Болонский процесс воспринимается не как форма, в которую, *вопреки всему* – сложившимся традициям, достижениям, культурным нормам и практикам – необходимо втиснуть российскую систему высшего образования, но

<sup>6</sup> International MA in Russian Studies (IMARS)

<sup>7</sup> официальное название аспирантов

скорее как структура возможностей, которую можно использовать для развития университета<sup>8</sup>. *На практике наиболее успешно Болонские принципы адаптируются там, где они хотя бы отчасти совпадают с существующими функциональными потребностями отдельного ВУЗа.*

Например, одним из важных ресурсов, над которым университет работает постоянно, является обширная партнерская сеть университетов и исследовательских центров в России и за ее пределами, с которыми ЕУСПб поддерживает тесные контакты, реализуя совместные проекты. Список партнеров нашего университета открыт для сотрудничества с новыми партнерами. Другим ресурсом стала сильная исследовательская традиция, сформированная в ЕУСПб. Благодаря высокой активности в этом направлении факультет ПНИС Европейского Университета в СПб оказался в списке 100 лучших политологических факультетов Европы<sup>9</sup>. Во многом, именно сочетание этих ресурсов – разветвленная партнерская сеть, проектная культура и институционализированная исследовательская традиция – позволяет нашему университету помимо прочего эффективно развивать европейское измерение.

Работа над внедрением европейского измерения в образовательный процесс в ЕУСПб началась во многом благодаря проектам ТЕМПУС. Результатом первого проекта стала программа ИМАРС, в которой на английском языке преподаются курсы по истории, культуре и политике России. Второй проект ТЕМПУС UNEGО помог создать в ЕУСПб Центр европейских исследований (ЦЕИ) и ввести в перечень преподаваемых на факультете дисциплин европейские исследования. Одним из ощутимых результатов проекта стала публикация пяти книг в серии "Европейские исследования" ЕУСПб.

В ходе реализации проекта ЕУСПб обрел двух новых партнеров - Университет Генуи и Институт управления, права и повышения квалификации Поморского Государственного Университета (ИУППК), а также продолжил давнее сотрудничество с Петрозаводским Государственным Университетом и Хельсинским Государственным Университетом. Сложившийся консорциум из пяти университетов в начале 2008 года начинает новый проект - ТЕМПУС PREGO<sup>10</sup>.

*В целом, опыт ЕУСПб демонстрирует, что сочетание исследовательского любопытства, разумного прагматизма и навыков научного менеджмента способно обеспечить значительный вклад в продвижение принципов Болонской декларации в России.*

Более подробную информацию о Европейском Университете в Санкт-Петербурге можно получить на сайте: <http://www.eu.spb.ru>

---

<sup>8</sup> О высоком уровне проектной культуры свидетельствует, в частности, тот факт, что из 18 заявок, в которых участвовал ЦЕИ в период с 2001 по 2007 годы, 14 заявок получили финансирование.

<sup>9</sup> С результатами данного исследования можно ознакомиться в журнале "European Political Science" (Simon Hix. European Universities in a Global Ranking of Political Science Departments // European Political Science. 2004. Vol. 3, N 2. P. 5-23)

<sup>10</sup> Более подробно о деятельности Центра европейских исследований можно узнать на сайте ЕУСПб

## **Вовлеченность студентов в осуществление Болонских принципов Student Involvement in the Implementation of Bologna Principles**

Наталья Медведева

аспирантка РУДН, участница совместной магистерской программы Университета Бордо-4 и РУДН.

Natalia Medvedeva

Post-graduate, participant in the master programme of Bordeaux-4 and RUPF

Мне довелось пройти обучение во Франции. Этот опыт дал мне возможность со стороны посмотреть на российскую систему обучения и реформирование высшего образования.

Реформа направлена на будущее, на совершенствование подготовки специалистов для новых условий развития. Но нужно учесть, что студент не пассивный объект реформы. Он должен понимать суть преобразований и иметь возможности воздействия на учебный процесс.

На факультете гуманитарных и социальных наук РУДН студенты уже несколько лет учатся с использованием системы кредитов. Есть и плюсы, и минусы в данном подходе. С моей точки зрения, самое важное для студентов в использовании новой системы - возможность выбора учебных курсов. Это настраивает молодых людей уже с первых курсов обучения на активную жизненную позицию как для работы в университете, так и в будущей профессии. У студентов стимулируется интерес к предметам, активность и творческий подход. Однако каким образом это влияет на учебный процесс? Как в любом естественном отборе выживает «сильнейший». Происходит естественный отбор наиболее востребованных дисциплин и преподавателей. Наиболее интересный и посещаемый курс может, в результате такого отбора, войти в основную программу обучения. В этом плане выбор у студентов гуманитарного факультета РУДН шире, чем например во Франции.

Из опыта обучения в Университете Бордо-4 мне хотелось бы отметить, в первую очередь, серьезный подход студентов к обучению. Каждый работает на себя. Большую часть времени после занятий студент проводит в библиотеке: читаются не только учебники, но и другая литература по специальности. Преподаватель – скорее партнер, коллега для будущих выпускников, который направляет, но не дает готовых решений. Другой пример: в рамках специального предмета *Culture generale* даются темы для обсуждения и чем оригинальнее студент сможет развить конкретную тему, тем выше у него будет оценка. На семинарах по специальности, которые дают наибольшее количество кредитов, например на *Sociologie des sciences politiques*, студенты обсуждают актуальные мировые события и вырабатывают свои подходы и взгляды. Существуют такие формы занятий, как *Fiche de lecture*, т.е. аннотация на прочитанную книгу по теме семинара. Эти и другие разнообразные формы проведения занятий, в конечном счете, развивают аналитические способности и открывают для студента сферу его интересов или склонность к тому или иному виду работы в рамках профессии.

На мой взгляд, преимуществом европейской системы образования является более четкая направленность подготовки на определенную специальность с учетом востребованности на рынке труда. Приведу пример. В Университете Бордо-4 студент обязан пройти не менее двух практик по специальности. Такие практики имеют солидную оценку в учебных кредитах. Предприятия с удовольствием берут студентов на стажировки, присматриваются к ним как к потенциальным работникам. Многие студенты ориентируют свои дипломные работы на будущих работодателей, т.е. основывают тему дипломного исследования, исходя из опыта стажировки.

А вот порядок оценки знаний в российских университетах мне кажется более прозрачным, чем во Франции. В РУДН студент может уточнить у преподавателя почему ему был выставлен на экзамене тот или иной балл. Во французских ВУЗах оценки не объявляют. Только через месяц по почте студенты получают информацию о результатах сдачи экзамена.

Однако, мне кажется, главное различие в эффективности систем образования ЕС и России проявляется в том, что российские студенты чаще ориентируются на получение формальных оценок их работы и диплома, а не на поиск и получение конкретных знаний по специальности.

Студенческая мобильность – важная составляющая развития Болонского процесса. Российские студенты, обучающиеся по совместным программам, могут оценить свои знания на

глобальном конкурентном рынке, испытать себя в новой образовательной среде, получить опыт работы (на стажировках и практиках) в зарубежных компаниях. В России выпускникам с опытом образования в Европейских странах открыты двери иностранных компаний и российских фирм, сотрудничающих с европейскими коллегами. Зарубежный опыт образования и знание языков являются гарантией трудоустройства на хорошо оплачиваемую и интересную работу по специальности. Не последнюю роль играют личные контакты, завязывающиеся во время обучения в европейских вузах: студенты из разных стран могут в будущем стать партнерами по бизнесу.

Учеба в университете для всех самое лучшее время жизни и запоминается оно не только самым учебным процессом, но и внеучебными мероприятиями. Российский университет дружбы народов, где учатся представители десятков стран мира, всегда славился своими студенческими ассоциациями, такими как: Студенческий Совет, Студенческий Профком, Женский комитет, КВН и ассоциации студентов разных стран. Они, в частности, занимаются проведением встреч с известными политиками, дипломатами, экономистами, экскурсий и празднований.

На нашем факультете существуют и научные объединения, например, Совет молодых ученых, клубы «Международник» и «Историк». Регулярно издается Вестник РУДН, где студенты могут опубликовать статьи на темы своих исследований. На базе факультета гуманитарных и социальных наук уже несколько лет работает студенческая модель Парламента РФ. Студенты участвуют в различных событиях университетской жизни. Но следует отметить недостаток информации о существующих возможностях для студенческой жизни: о студенческих организациях, о порядке членства в них, об их целях и достижениях.

Мне кажется, что во Франции существует меньше ассоциаций. Но большинство студентов являются их членами, либо знают об их существовании и направлениях деятельности. Преподаватели и студенты активнее взаимодействуют, помогают ассоциациям и сами участвуют в студенческих мероприятиях. Однажды я стала свидетелем концерта, где ректор играл на гитаре и пел для студентов, а другие профессора подыгрывали на разных инструментах.

Самое ценное для студентов и преподавателей – обмен опытом. Я надеюсь, что расширение сотрудничества университетов и сегодняшняя дискуссия стимулируют дальнейшие положительные преобразования и послужат вкладом в формирование Европейского пространства высшего образования.

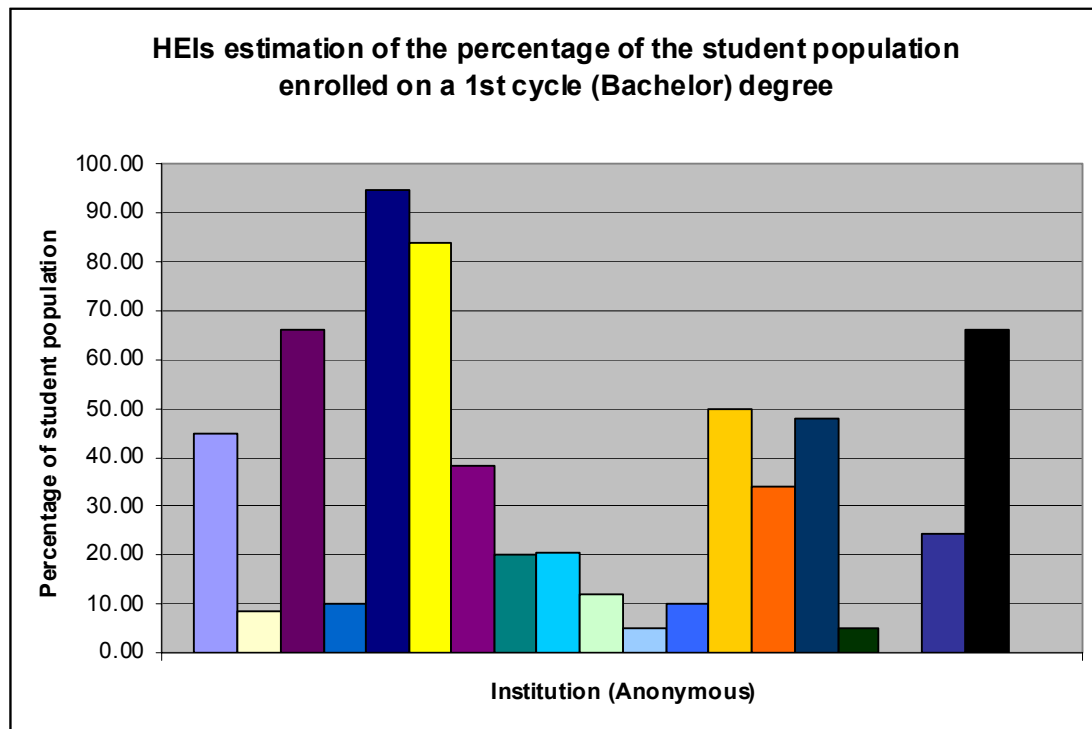
## **APPENDIX 9**

### **GRAPHICAL DATA FROM THE RETURNED QUESTIONNAIRES**

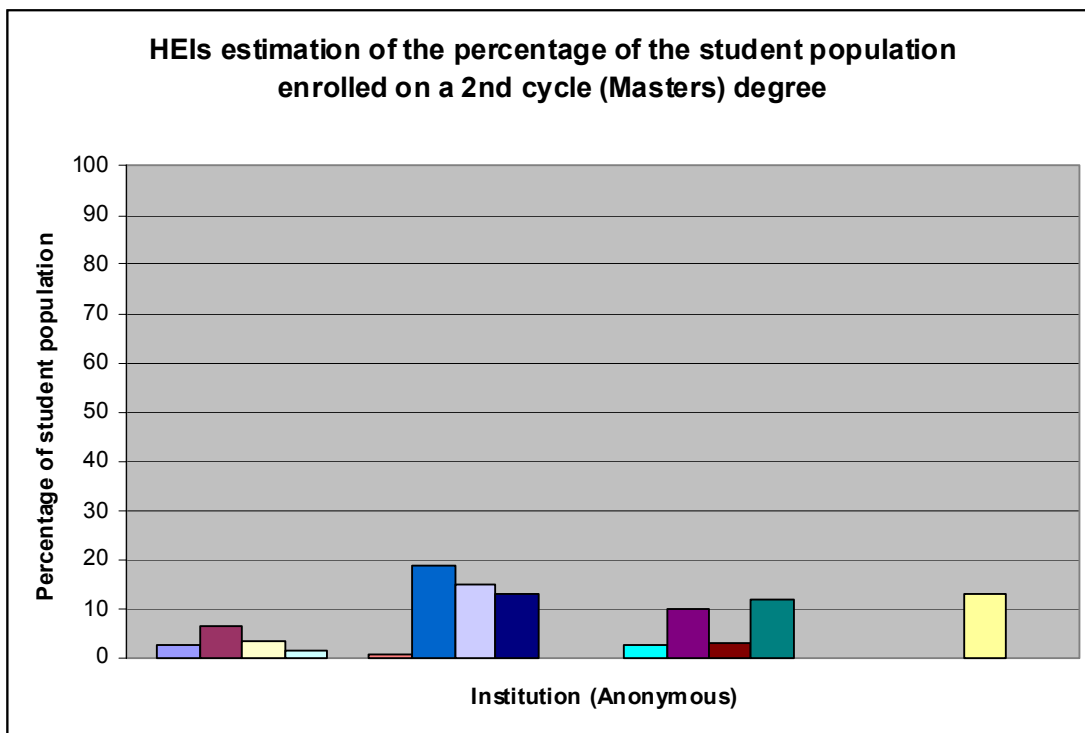
## 9. GRAPHICAL DATA FROM RETURNED QUESTIONNAIRES

### Visited Section A Raw Data

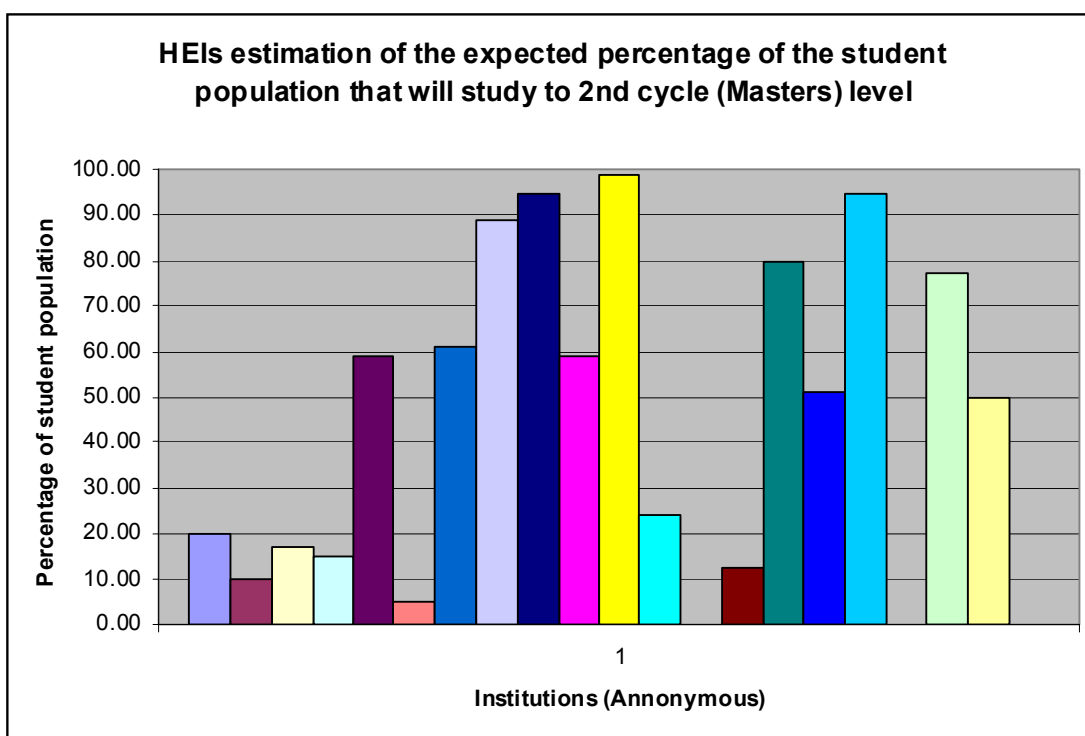
A total of 21 HEIs were visited. All visited HEIs have returned completed questionnaires. We have received a total of 19 Section A , 45 section B and 82 section C. The following graphs represent the data gathered from their responses to some of the Section A questions. Not all HEIs answered all questions which accounts for the missing columns on some of the graphs. The individual HEI names are not given.



The graph above shows that 5 of the visited HEIs have at least half of their student population enrolled on a 1<sup>st</sup> cycle (Bachelors) degree, which indicated that the majority of students at the visited HEIs are enrolled on 5 year specialist degrees.

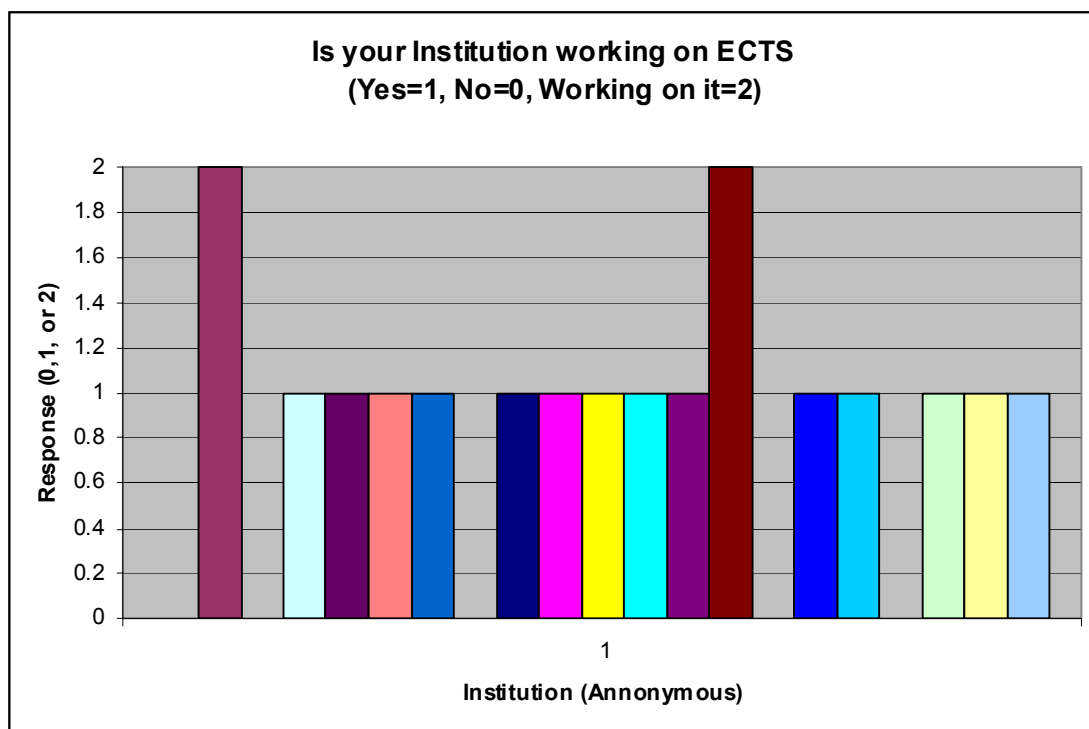


The graph above indicates that the development of Masters programmes at visited HEIs is still on a small scale although 6 HEIs have populations at 10% or above. As the RF moves towards a two cycle system one question arises, "What percentage of the 1<sup>st</sup> cycle student population should continue to Masters level?"

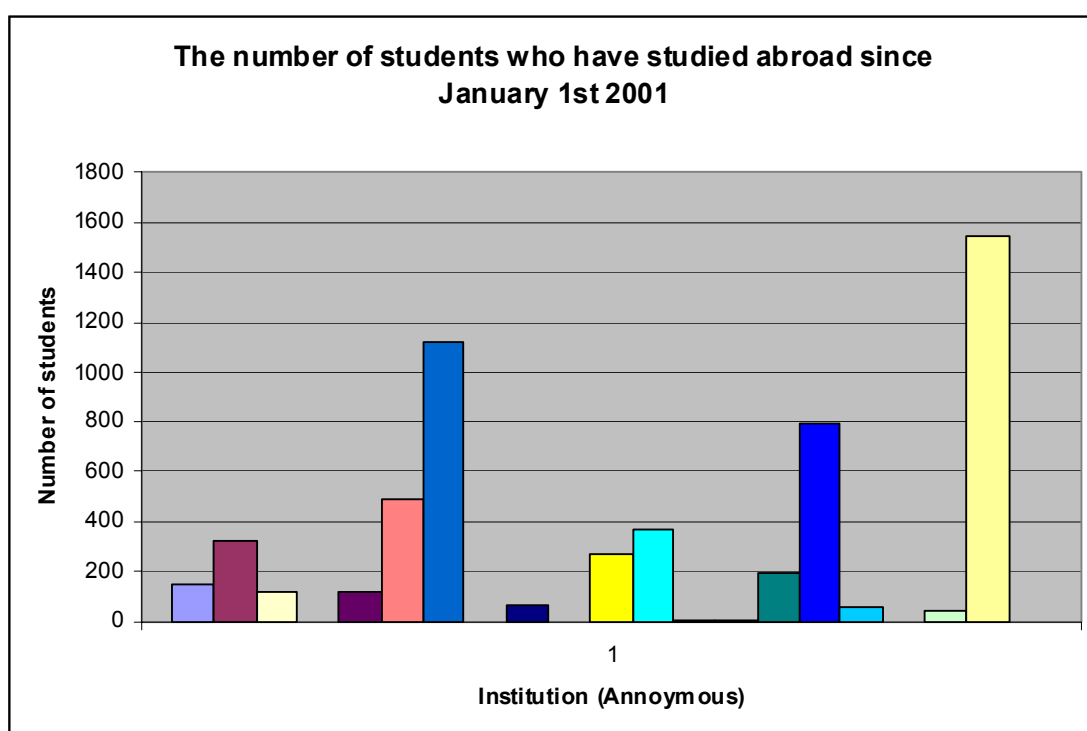


The graph above which indicates the visited HEIs expectation of the percentage of students who will study to 2<sup>nd</sup> cycle level shows that approximately half of those visited expected at least 50% of their 1<sup>st</sup> cycle students to continue to the 2<sup>nd</sup> cycle.

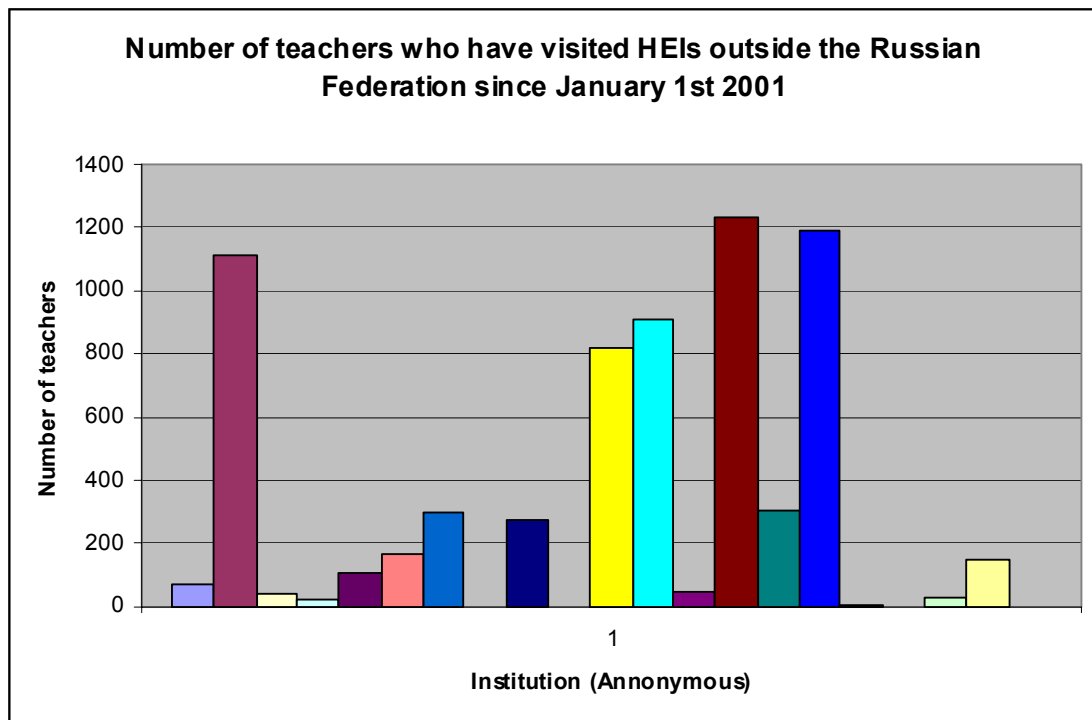




The graph above shows that the overwhelming majority of HEIs visited are working on the development of ECTS. It should be noted that on our site visits there was little evidence that ECTS had penetrated to the level of students or that it was used extensively in the design of curriculum or in the monitoring of student workload.



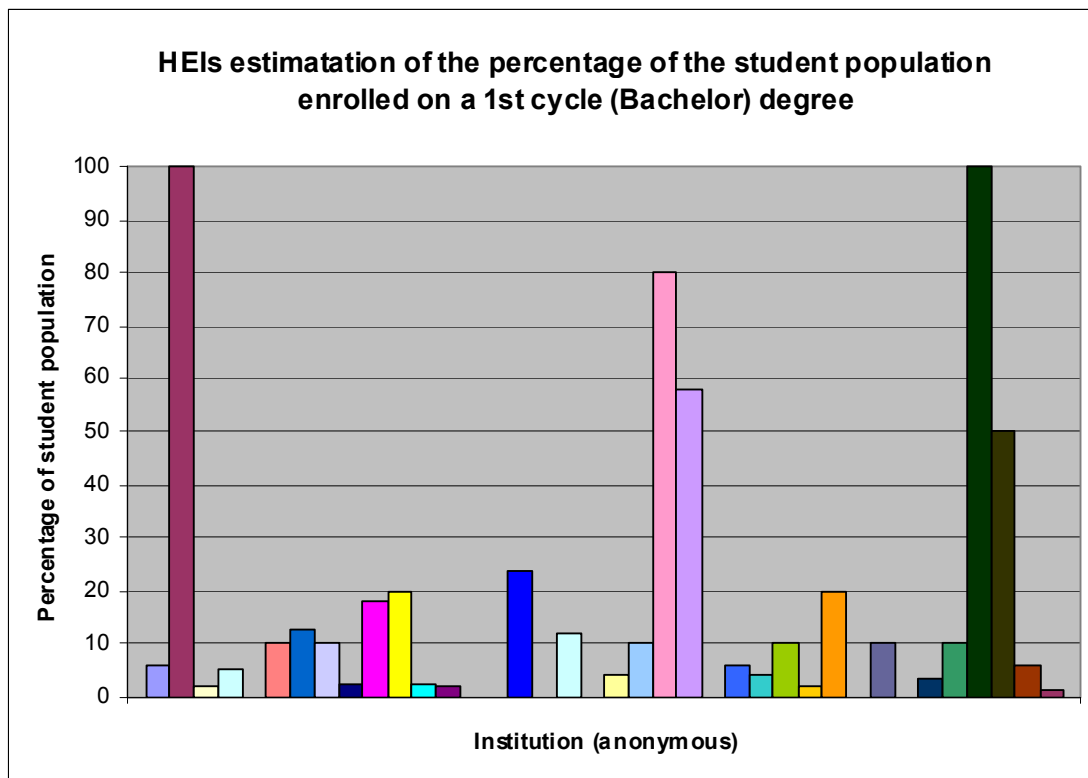
The graph above shows that the number of RF students who have studied abroad since January 1st 2001 is small in the case of most of the visited HEIs. Low RF Student mobility is mainly a consequence of the lack of funding.



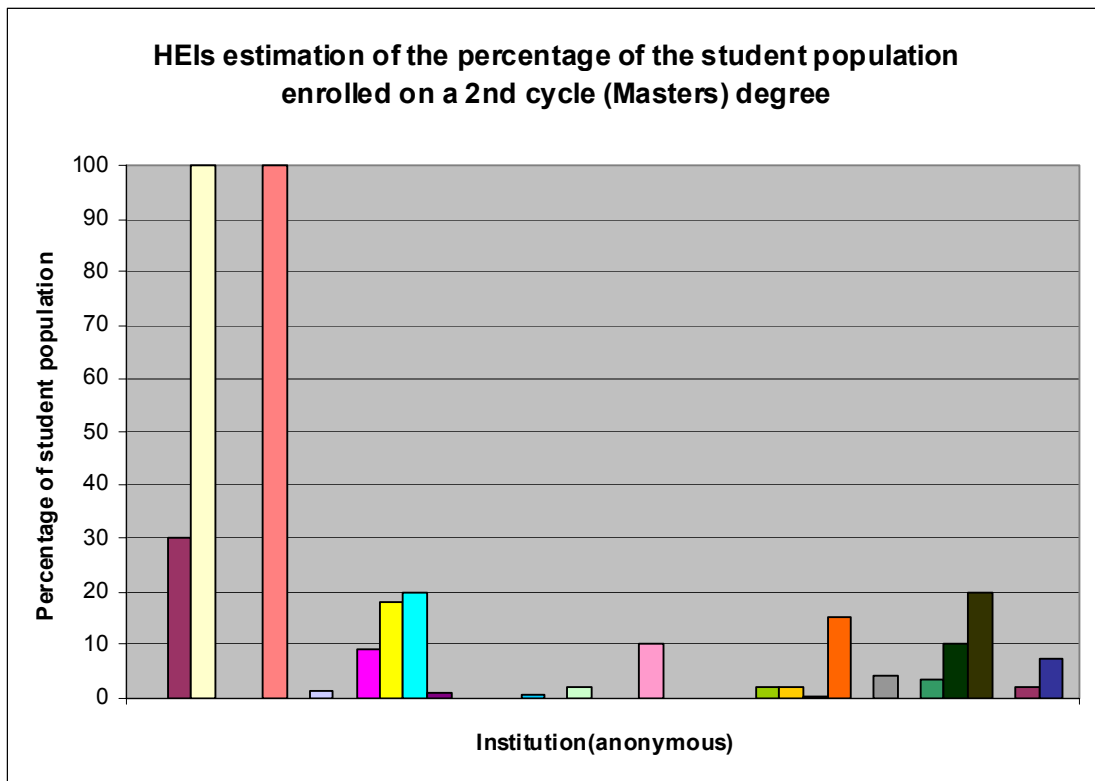
The graph above shows that approximately half of the visited HEIs have sent 100 or more teachers to HEIs outside the RF since January 1st 2001. In three cases the number is in excess of 1000. This level of teacher mobility indicates a strong commitment to cooperation regarding HEI development.

### Non Visited Section A Raw Data

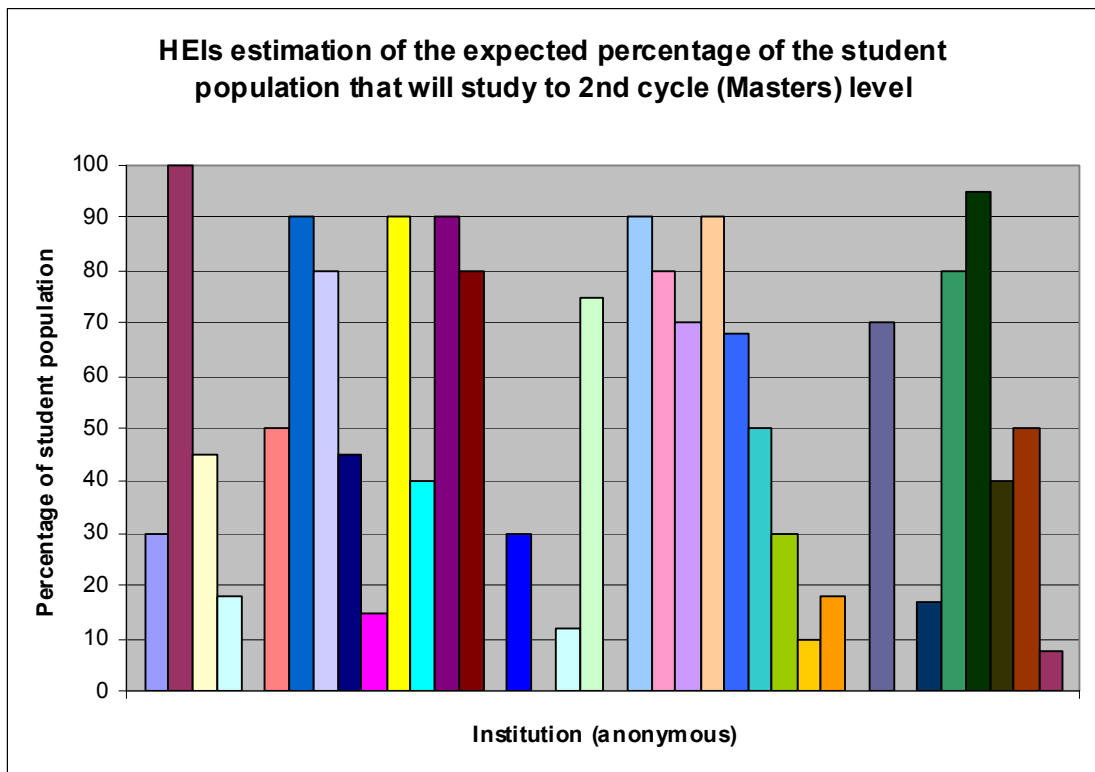
A total of 107 HEIs that did not receive a site visit were sent questionnaires. A total of 38 HEIs returned answers to Section A questions, which were intended for the Rector or his/her representative. The following graphs represent the data gathered from their responses to some of the Section A questions. Not all HEIs answered all questions which accounts for the missing columns on some of the graphs. The individual HEI names are not given.

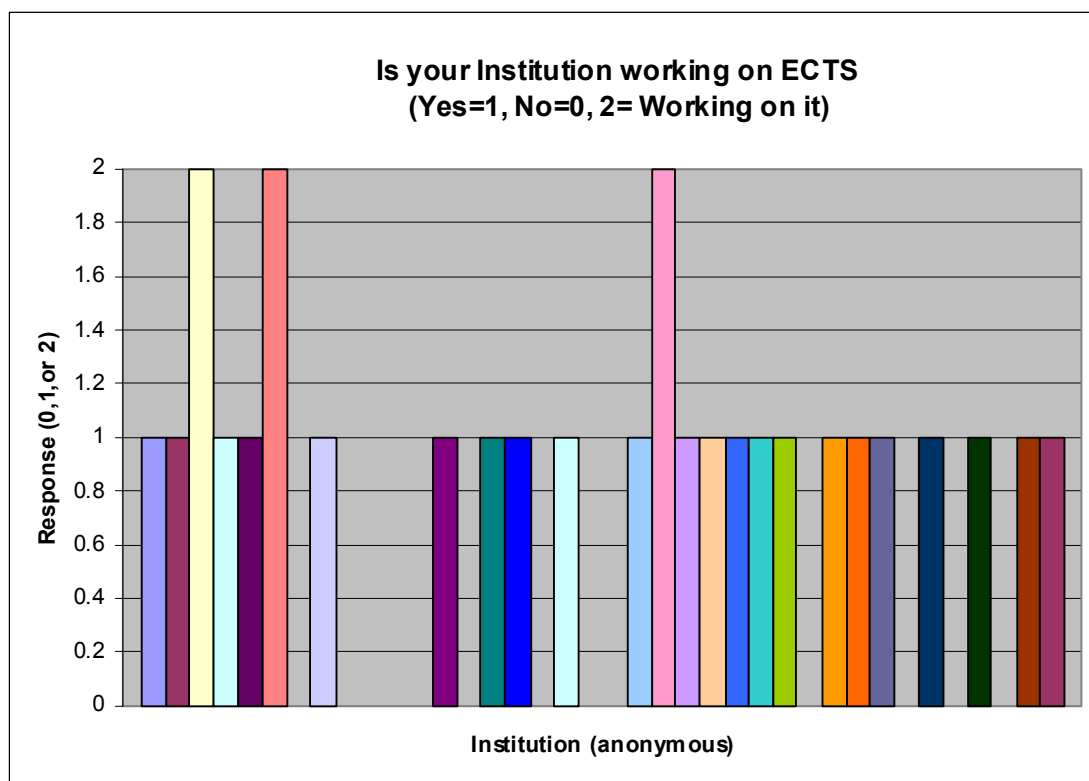


The graph above indicates that the majority of non visited HEIs have less than 20% of their student population enrolled on 1<sup>st</sup> cycle (Bachelors) degrees. Assuming that the remainder are enrolled on 5 year specialist degree this would indicate that the penetration of the BAMA system is still in the development stage.

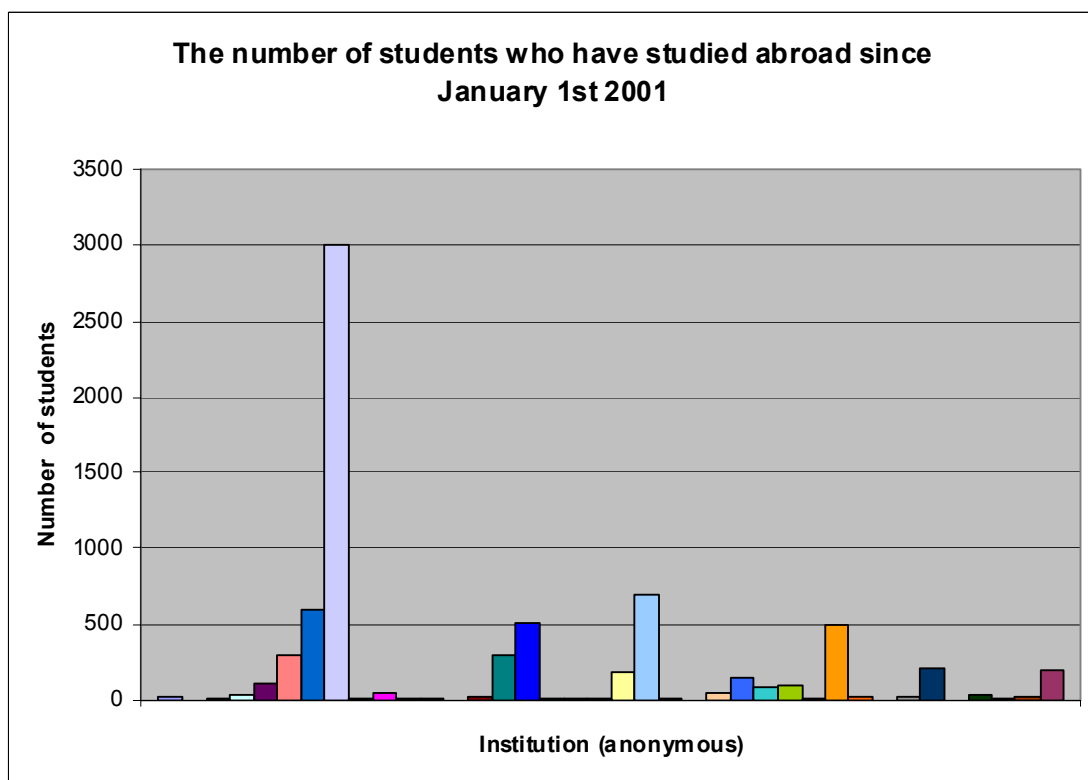


The graph above also shows that the non visited HEIs have few students enrolled on 2<sup>nd</sup> cycle (Masters) degrees at present with the majority reporting Master student populations of below 10%. The graph below also indicates that even under a 2 cycle system the majority of non visited HEIs would expect most of their 1<sup>st</sup> cycle students to continue onto a 2<sup>nd</sup> cycle degree.

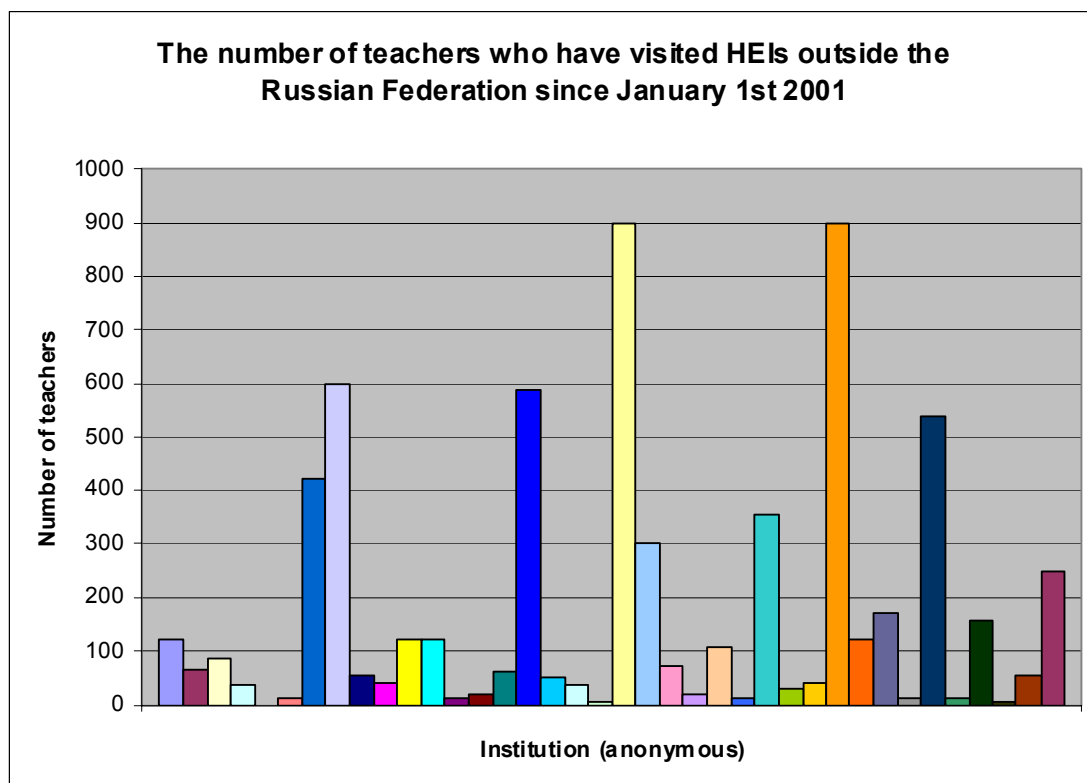




The graph above indicates that the majority of non visited HEIs are working on the introduction of ECTS. It is not possible to ascertain to what level this development has been taken but given the limited development which was observed at the visited HEIs even though they responded positively to this question, one can only assume that development at the non visited HEIs is also at a preliminary level and is not well known by the student population.



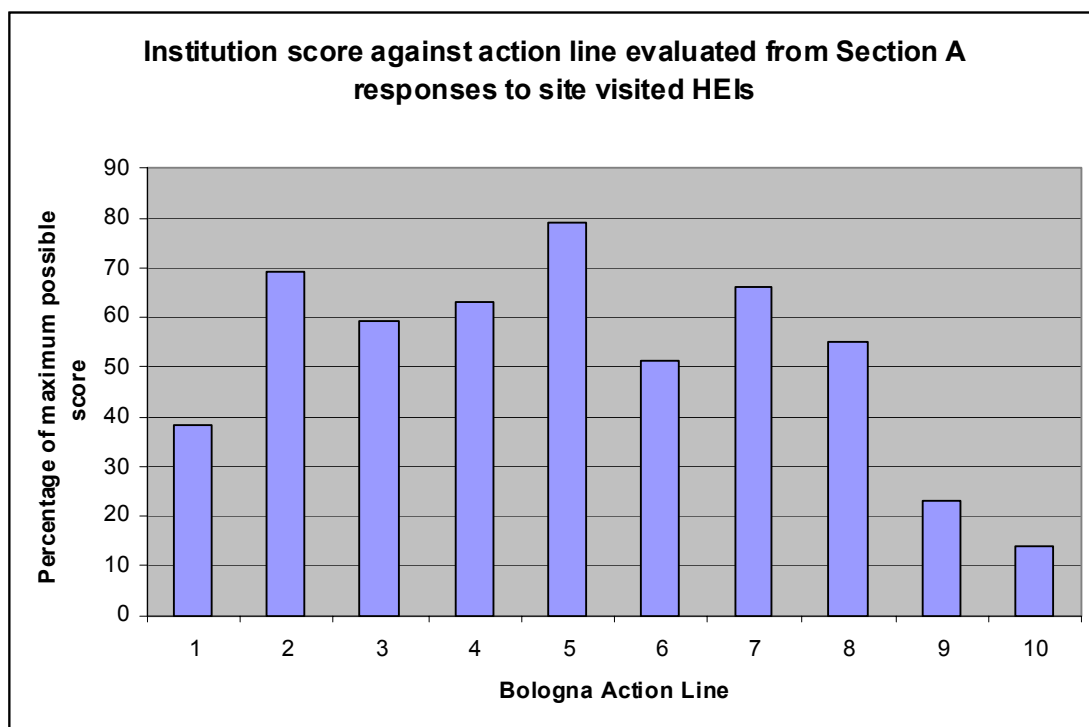
The graph above shows that for the non visited HEIs student mobility is at a low level apart from one notable exception. As in the case of visited HEIs the most common reason for lack of mobility is funding problems. The graph below also indicates that approximately 50% of the non visited HEIs have sent less than 100 teachers to visit HEIs outside the RF since January 1<sup>st</sup> 2001. Five HEIs have sent more than 500 in this time period.



### Site Visited Section A and Section B Evaluation

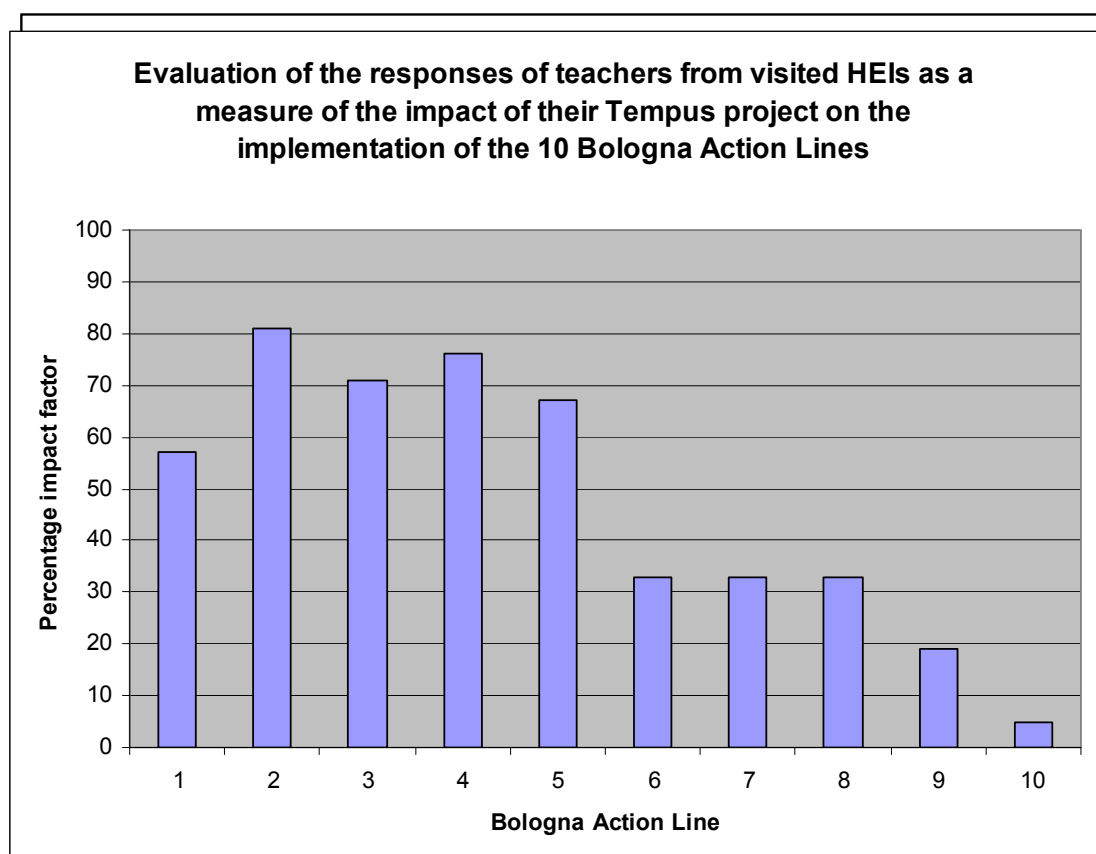
The graph below gives a qualitative assessment of the Bologna action lines implementation in each visited HEI. The judgments are based on data from section A and additional sources (interviews, publications, web sites) for two Moscow universities, which did not reply to section A for certain reasons. As this is an analysis of the section A responses we surmise that it reflects the Institutional view of progress regarding the 10 Bologna action lines. The level (depth/ efficiency) of implementation of each action line in each visited HEI is assessed by putting rates: 5 - full scale implementation, 4 – mature phase of implementation in line with Bologna, 3 – partial or pilot implementation. A zero value assessment is put against HEIs which did not present evidences of real progress in these action lines. The aggregate assessment for all 21 visited (total) is calculated as a percentage of the maximum score of 105 for each action line. These results are likely to be as a consequence of the Tempus projects undertaken but other factors will have contributed.

This analysis would indicate that the visited HEIs are more confident about their position regarding action lines 2, 3, 4, 5, and 7 (those scoring 60% or above) than action lines 1, 6, 8, 9, and 10 (those scoring below 60%). As the visited HEIs were chosen as having strong involvement in the Tempus programme one could conclude that Tempus projects to date have not concentrated enough on action lines 1, 6, 9, and 10.



The graph below was produced by giving each action line against each university a value of 1 if the answer in a relevant question of section B proves that this HEI has benefited from the project/s in the action line implementation. As section B was completed by teachers involved in the project this graph gives their view as apposed to the HEI view which is represented by the previous graph. In the case when there is no evidence of positive impact made by the project/s on the action line implementation a value 0 is given. The total number of positive values (1) is calculated in an aggregate table. In the graph the total against each action line is interpreted as a proportion (%) from the maximum possible accumulated number (21) for each action line. This graph illustrates the extent of a projects positive impact on the action lines implementation in the visited HEIs.

The graph would appear to indicate that from the teachers prospective they feel more confident regarding action lines 2, 3, 4, and 5 and less confident regarding action lines 1, 6, 7, 8, 9, and 10. This differs from the HEI view with respect to action line 7 and to the degree of lack of confidence in action line 8. There is therefore reasonable agreement between the HEIs and their teachers regarding the strengths and weaknesses against the 10 action lines.





## **APPENDIX 10**

### **TEMPUS BEST PRACTICE DATABASE**

## 10. TEMPUS BEST PRACTICE DATABASE

**Tempus Best Practice Database**

Project code: UM JEP-26017-2005-TACTIS

Project title: University Knowledge Transfer for Sustainable Growth

Coordinating university: Novgorod State University

Participating universities:

Name of participating organisation
Nizhny Novgorod State University

Record: 1 of 1

Bologna Action Line: AL1 - Adoption of a system of easily readable and comparable degrees

Best practice:

Nizhny Novgorod State University named after N I Lobachevskii has held a number of Tempus projects culminating with this one but including projects JEP-22196-2001, JEP-22240, JEP-23229-2002, JEP-23225-2002, and JEP-24069-2003. The good practice examples we list in this report are to be considered as a cumulative set of good examples against the complete project list. A comparison of curricula with European partners was made and it's further modernization in order to have full comparability is realized. As an example a Master programme in Economics developed in cooperation with the European partner-universities (University of Roskilde, University of Calabria) in accordance with the Bologna principles was introduced into the educational process. It is fully compatible with the respective programmes of the university-partners. The Diploma Supplement was introduced in the Law Faculty and new 2 cycle compliant degrees developed in three Faculties

Search Facility

Pressing the 'Search' button will bring up a blank form. Enter the criteria you want to look for into the fields you want to search, then press the Apply Filter button on the toolbar above. Press the 'Show All' to remove the filter.

Search

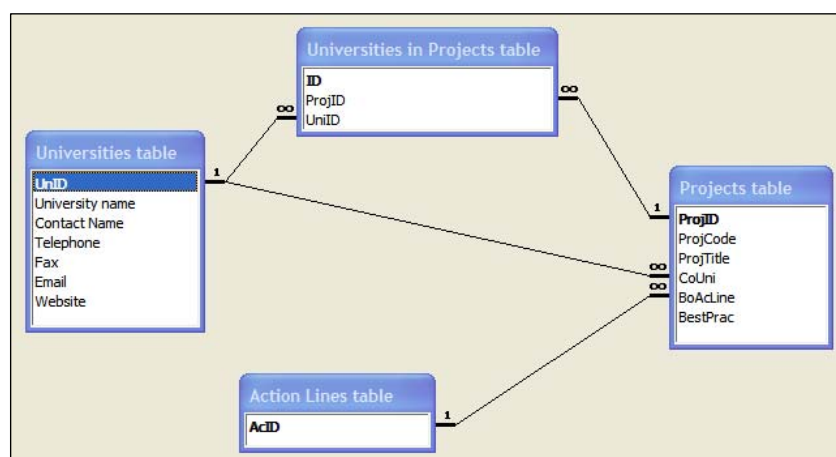
Show All

Add/Edit University Contacts

Add Record

Record: 1 of 91

The Tempus Best Practice database has been developed using Microsoft Access 2003. It uses a simple database structure with only four tables: one for the best practice examples, one for universities and other institutions and one that relates institutions to best practice examples. A lookup table for 'action lines' is also included. An E-R diagram of the database structure is given below:



A main data form (see above) has been developed to allow easy viewing and editing of the database. The standard Access interface has been left in place so that all inbuilt tools are available, and so that those who may wish to develop the database further in the future are not obliged to overcome a customised interface. For inexperienced users, buttons to open a sub form showing the institutions data, to add a new record and to close the database have been added to the form.

A search function has also been added to the data form; in the form of a button that invokes Access's 'filter by form' function (this function is also available from the toolbar). This button opens an empty form into which the user can enter search criteria in the fields that they wish to search. The user is then guided to press the 'apply filter' button on the toolbar to execute the search (this function cannot be replicated on the form without programming, which the developers wish to avoid). When the search results have been viewed, a 'view all records' button will remove the filter and restore the full record set.

## **APPENDIX 11**

### **BIBLIOGRAPHY**

## 11. BIBLIOGRAPHY

The following list of web links is provided as a resource to the reader. All the key Bologna Process documents can be located by following these web links.

The official Bologna Process website 2007-2009

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

The main documents of the Bologna Process

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/>

Other relevant documents

[http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Other\\_relevant\\_documents.htm](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Other_relevant_documents.htm)

The European Commission Bologna Process webpage

[http://ec.europa.eu/education/policies/educ/bologna/bologna\\_en.html](http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html)

The European Commission Diploma Supplement webpage

[http://ec.europa.eu/education/policies/rec\\_qual/recognition/diploma\\_en.html](http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html)

The European Commission ECTS webpage

[http://ec.europa.eu/education/programmes/socrates/ects/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/index_en.html)

The European Commission Tuning webpage

[http://ec.europa.eu/education/policies/educ/tuning/tuning\\_en.html](http://ec.europa.eu/education/policies/educ/tuning/tuning_en.html)

Tuning Educational Structures in Europe

<http://tuning.unideusto.org/tuningeu/>

The European Association for Quality Assurance in Higher Education (ENQA) website

<http://www.enqa.eu/index.lasso>

Standards and Guidelines for Quality Assurance in the European Higher Education Area

[http://www.enqa.eu/pubs\\_esg.lasso](http://www.enqa.eu/pubs_esg.lasso)

Papers on lifelong learning

<http://www.open.ac.uk/lifelong-learning/papers/>

The ENIC-NARIC recognition gateway

<http://www.enic-naric.net/>

## NOTES





This project is funded by  
the European Union



A project implemented by  
HTSPE Limited