

LAPPEENRANNAN TEKNILLINEN YLIOPISTO  
LAPPEENRANTA UNIVERSITY OF TECHNOLOGY

LUT School of Business  
LUT School of Industrial Engineering and Management  
Northern Dimension Research Centre NORDI

LUT Russia-related Studies

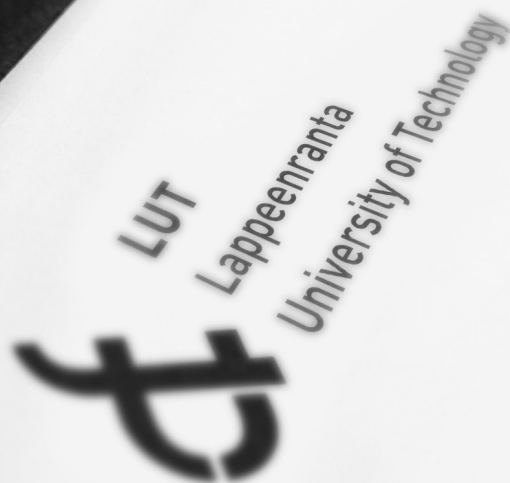
## LUT Scientific and Expertise Publications

Raportit ja selvitykset – Reports

14

Victoria Kompanets

### BEST PRACTICES OF INTERNATIONAL DOUBLE MASTER'S DEGREE PROGRAMMES: COMPARATIVE STUDY ON FINNISH AND RUSSIAN UNIVERSITIES





LAPPEENRANTA UNIVERSITY OF TECHNOLOGY

LUT School of Business

LUT School of Industrial Engineering and Management

Northern Dimension Research Centre NORDI

LUT Russia-related Studies

LUT Scientific and Expertise Publications

Reports 14

**BEST PRACTICES OF INTERNATIONAL DOUBLE  
MASTER'S DEGREE PROGRAMMES: COMPARATIVE  
STUDY ON FINNISH AND RUSSIAN UNIVERSITIES**

**Victoria Kompanets**

ISBN 978-952-265-501-1

ISBN 978-952-265-502-8 (PDF)

ISSN-L 2243-3384

ISSN 2243-3384



## ABSTRACT

<b>Name of publication</b>
Best Practices of Russian and European Universities' Double Degree Programmes
<b>Author</b>
Victoria Kompanets
<b>Abstract</b>
<p>The purpose of this report is to disseminate the best practices of double degree programmes' organization, implementation and development between Russian and European universities. The given research is focused on three main areas: motivation of higher education institutions to start double degree programmes, best practices of double degree programme implementation in terms of building joint curriculum, organizing academic mobility and other practicalities, and quality assurance and marketing of double degree programmes.</p> <p>The analysis is based on the empirical evidence of the practices of double degree programme development at Lappeenranta University of Technology (Finland), Ural Federal University (Russia) and South Ural National Research University (Russia). The project is financed by the Finnish Higher Education Evaluation Council (FINHEEC).</p> <p>The findings reveal good developments in the field of double degree cooperation between Russian and European universities and a high motivation from both parties. The report depicts different models of building a joint curriculum and organizing academic mobility. The major challenge in double degree cooperation with Russian universities is the low level of foreign language proficiency among students and administrative and teaching staff. Among the other challenges are agreeing on one integrated curriculum, joint supervision of Master's theses, prevalence of one-way mobility, recognition of previous education, marketing of the programmes and establishment of common quality policies.</p> <p>Recommendations that could serve as development points for double degree programmes are given in the following areas:</p> <ul style="list-style-type: none"><li>• Personal interest and commitment of organizers of double degree programmes;</li><li>• Comprehensive agreement between partners on different aspects and practicalities of the double degree programme implementation;</li><li>• Better promotion of two-way student mobility;</li><li>• Foreign language skills improvement for students and university staff;</li><li>• Joint strategy and actions in marketing and quality assurance;</li><li>• Involvement of international companies.</li></ul>
<b>Keywords:</b> double degree programme, joint degree programme, international education, cross-border education, higher education system, joint curriculum, two-way mobility



## Contents

<b>1. Introduction</b>	<b>1</b>
1.1 Background	1
1.2 Research questions	2
1.3 Methods of data collection	2
<b>2. Systems of higher education in Russia and in Finland in a nutshell</b>	<b>5</b>
2.1 Structure of education systems in Russia and Finland in a nutshell	6
2.2 Bologna process in Russia and Finland in a nutshell	7
2.3 Monitoring, categorization and evaluation of HEIs in Russia	10
2.4 General regulations for Master studies in Russia	13
<b>3. EU-Russia Double Degree Programmes</b>	<b>15</b>
<b>4. General information on double degree programmes</b>	<b>18</b>
4.1 Master of Science in Professional Communication and Master of Science in Information Technology, South Ural National Research University (Russia) and Clark University (USA)	18
4.2 Double degree programme “International Management”, Ural Federal University and University Lille 1, France	19
4.3 Double degree programme in "Theoretical and Experimental Economics", Ural Federal University and Humboldt University of Berlin, Germany	19
4.4 Master’s Degree Programme in Global Management of Innovation and Technology (GMIT), Lappeenranta University of Technology (LUT), Finland	20
4.5 Master in Strategy, Innovation and Sustainability (MSIS), Lappeenranta University of Technology, Finland	21
<b>5. Best practices of the double degree arrangement and management</b>	<b>23</b>
5.1 Motivation for starting a new Double Degree Programme (DDP)	23
5.2 Implementation of Double Degree (DD) Programmes	26
5.3 Marketing of Double Degree programmes	33
5.4 Quality management and development of double degree programs	37
5.5 Traineeship and employment after graduation	39
5.6 Challenges in organization and implementation of double degree programs	41
<b>6. Conclusions</b>	<b>45</b>
<b>References</b>	<b>49</b>
Appendix A. Russian leading universities and universities participating in the project “5/100”	
Appendix B. Rankings of Russian universities	
Appendix C. Questionnaire for interviews	
Appendix D. General information on double degree programs	
Appendix E. Summary of project findings	



## 1. Introduction

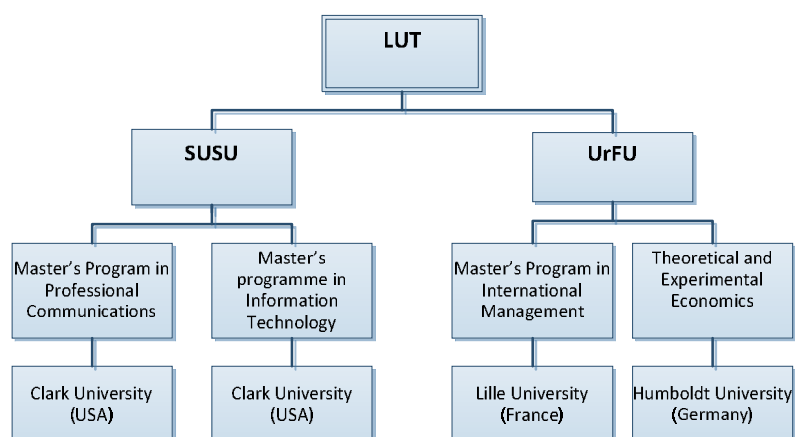
This report gives recommendations to the Finnish higher education sector for developing effective double degree programmes with Russian universities. The purpose of the report is to analyse the best practices of the Russian universities' double degree (DD) programmes. The best practices from Russian and Finnish perspectives are summarized with attention to the challenges revealed in double degree planning, implementation and development.

### 1.1 Background

Lappeenranta University of Technology (LUT) received a grant from the Finnish Higher Education Evaluation Council (FINHEEC) to benchmark best practices for Russian and European universities' double degree programmes. The project was conducted during January - October 2013. It was a joint action of LUT School of Business and School of Industrial Engineering and Management. The project was administrated by the Northern Dimension Research Centre (NORDI).

The project partners from Russia were South Ural National Research University (SUSU), Chelyabinsk and Ural Federal University (UrFU), Yekaterinburg. From both universities, two double degree programmes were evaluated. From LUT School of Business *Master's Program in Strategy, Innovation and Sustainability (MSIS)* and from LUT School of Industrial Engineering and Management *Master's Programme in Global Management of Innovation and Technology (GMIT)* were included in the benchmarking process.

The project partners and the double degree programmes in the benchmark study are illustrated in the figure below.



**Figure1. Project partners and double degree programmes**



## **1.2 Research questions**

This report aims to answer the following research questions:

- 1) What are the best practices of double degree (DD) programmes implementation?
- 2) How to improve the quality and attractiveness of the double degree (DD) programmes?
- 3) What are the motivating factors for starting double degree (DD) programmes?

The report gives a brief description of Finnish and Russian higher education systems and a review of EU-Russia double degree programmes. Identified best practices of double degree programmes are grouped in line with the research questions. First, motivating factors for starting a double degree programme of Russian and European universities are analysed. The implementation of the DD programmes section focuses on how to improve the process of building a joint curriculum and combining different universities' standards and requirements, and how to increase two-way mobility of students within the double degree programme (DDP). Best practices of improvement of quality and attractiveness of the DD programmes show how to ensure continuous development of DD programmes and improve the marketing of the programmes. The report also reviews the methods used for ensuring employment after graduation. The challenges in double degree programmes organization and management are studied and potential solutions are offered based on the key findings of the report.

Results identified in this report can be used by education and science practitioners involved in international double degree programmes and by those planning to launch joint educational programmes.

## **1.3 Methodology**

The data was collected by using qualitative research methods. The information for analysis was mainly acquired through the structured and semi-structured interviews with the experts in the field of Double Degree programmes (DDP) at the project partner universities. The questionnaire designed for this purpose contains open-ended questions categorized into three sections: starting a new double degree (DD) programme, existing programme management and coordination, future development and expansion of DDP. The questionnaire can be found in the Appendix C.

The project activities started in January 2013 with the preparation of the data collection form and the questionnaire. In addition, basic information was collected by checking the websites of the universities and by contacting the universities by email. Three study visits were organized in order to conduct interviews with the key persons involved in double degree programmes at the partner universities and to get deeper knowledge on the management and best practices of double degree programmes (in Yekaterinburg and Chelyabinsk, March

2013), discuss the preliminary findings and further development of the best practices (in Lappeenranta, June 2013), and to present the final results (in Yekaterinburg and Chelyabinsk, October 2013). This report is the result of the research conducted during the above mentioned period.

The interviews were conducted at Lappeenranta University of Technology and during the visit to the Ural Federal University (UrFU) and South Ural National Research University (SUSU) in March 2013. The interviews were organized in a form of personal individual and group discussions either in English or in Russian. The list of respondents is presented in Table 1. All interviewees are experienced practitioners that are directly involved in the planning, implementation and development of double degree programmes (DDP). The respondents were selected in a way that ensured equal representation of academic and administrative perspectives on the DDP organization.

**Table 1. Summary of interviews**

<b>University</b>	<b>Respondents (Titles)</b>	<b>Number</b>
<b>South Ural National Research University (SUSU)</b>	Director of Institute of International Education Vice Director of Institute of International Education Specialist for teaching and studies of the Institute of International Education Head of Marketing Communication Department	4
<b>Ural Federal University (UrFU)</b>	Head of International office Academic Director of Double Degree programme Head of the Master Studies Department	3
<b>Lappeenranta University of Technology (LUT)</b>	Director for International Affairs Academic directors of Double Degree programmes Coordinators of Double Degree programmes	6
<b>Total</b>		13

The data acquired were analysed with the method of qualitative content analysis. Interview material was transliterated and then the answers were categorized and grouped under the research questions for further analysis. Information from the interviews was complemented with an analysis of the Double Degree agreements and the study curricula of the programmes in question as well as the information available from online sources, such as university web pages and communities in social networks related to the observed double degree programmes (DDP).

The validity of the project findings has been assured through the credible interviews, the meetings with project partners and the discussion of the preliminary project results in the workshop organized at Lappeenranta University of Technology (LUT) on June 3rd, 2013 and the presentation of the project results in high quality conferences. The preliminary project results were presented in the II International Interuniversity Scientific Conference «Socio-economic partnership and management of the future" in Saint Petersburg on April 24, 2013 and in the BRIDGE seminar “Best Practices in EU-Russia University Collaboration” at the section “International Double Degree Cooperation in Higher Education” on June 4-5, 2013.

## 2. Systems of higher education in Russia and in Finland in a nutshell

This chapter briefly reviews Russian and European tertiary education systems. EU and Russia, as well as other countries, compose the European Higher Education Area formed under the Bologna process. The European system of higher education is considered on the example of Finland, an EU member country. The summary of basic education indicators of Russia, Finland and the EU is provided in the Table 2.

**Table 2. Basic education indicators of Russia and the EU (adopted from OECD 2012a,b,c; Finnish Ministry of Education and Culture 2013; Federal portal Russian education 2013)**

Indicator	Russian Federation	Finland	The European Union	OECD Average
Number of tertiary education institutions	1046	41	App. 4000	
Percentage of population that has attained tertiary education (25-64 year-olds)	54%	38%	28%	31%
Annual expenditure per student in tertiary education (in equivalent USD, using PPPs)	7 749	16569	12 967	13 728
Total public and private expenditure on education (as a percentage of GDP)	5.5%	6.4%	5.9%	6.2%
Total public expenditure on education (as a percentage of total public expenditure)	11%	12.2%	11,5%	13.0%

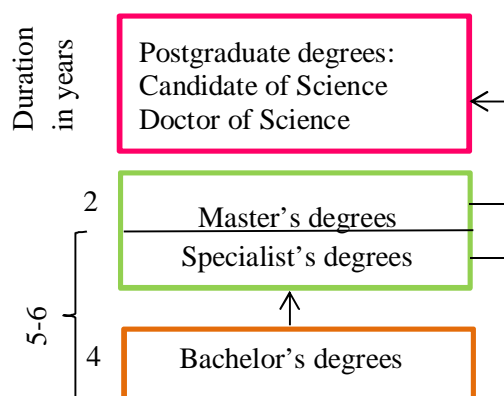
Currently there are 1046 accredited higher education institutions (HEIs) in Russia, including 609 public universities, and the network of main universities and their branches accounts for 2318 HEIs (Federal portal Russian education 2013; Livanov 2013a). The percentage of adults with a higher education degree in Russia (54%) is one of the highest in the world (OECD 2012b). About 11 % of budget expenditure is directed to education, and, in 2012, 56% of it was spent on higher education. Spending on education is lower than in other developed countries, in 2012, public spending amounted for 4% and total expenditures - 5,5% of Russian GDP (ibid 2012b). Nonetheless, over the last few years, the Russian government has started investing more in higher education, and it puts much effort into reforming the system of education and making it more competitive at the global market place.

In Finland, there are 14 universities and 27 Universities of Applied Sciences, or polytechnics, including Åland University of Applied Sciences located in the self-governing Province of Åland and Police College (Finnish Ministry of Education and Culture 2013). The percentage of adults with a higher education degree is 38% which is quite high, even though it is lower than in Russia, it exceeds both the EU average (28%) and the OECD average (31%) (OECD

2012c). Spending on education in Finland is higher than in Russia: 12,2% (in EU - 11,5%) of public expenditure is allocated for education, the total expenditure on education constitutes 6,4% (5.9% in EU) of GDP. The total annual expenditure per tertiary education student in Finland (USD16569) is quite high among OECD countries and more than twice as high as in Russia. (ibid 2012c) Finland invests relatively much in education, and as a result, in 2012, the Finnish national education system was the best according to the Learning Curve by Pearsons, and, in 2013, the Finnish higher education was sixth in the world according to the U21 Ranking of National Higher Education Systems.

## 2.1 Structure of education systems in Russia and Finland in a nutshell

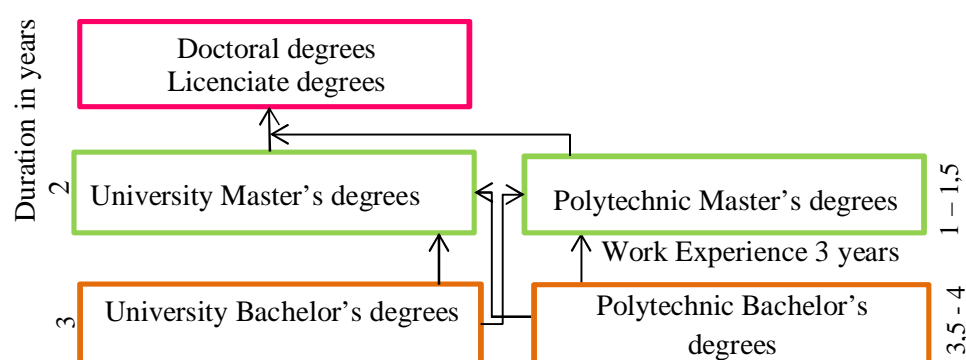
According to the Federal Law “On Education in the Russian Federation” (2012), education in Russia is divided into several categories: general education, vocational education, further education and vocational training. General education refers to pre-school education, general primary, basic and secondary school education. Secondary vocational education (training of qualified workers, servants and professionals of middle ranking) and higher education constitute the category of vocational education. Higher education in Russia consists of three levels: Bachelor-Master/Specialist-Postgraduate (Candidate of Science-Doctor of Science) studies (Figure 2). Vocational training includes training, retraining and development programmes for workers in manufacturing and service industries. Further education stands for the extra-curricular education of children and adults as well as additional professional education, such as professional development or retraining programmes. The Russian system of education provides lifelong learning possibilities to the population.



**Figure 2. Higher education system of the Russian Federation (Russian Federation 2012)**

The education system of Finland consists of three levels: basic education, upper secondary education and higher education. The basic education lasting nine years is provided by comprehensive schools. Upon completion of comprehensive school a student can get three-year upper secondary education either in a general upper secondary school towards matriculation examination or at vocational institutions towards vocational qualifications. Therefore, a 12-year education precedes higher education which is one year longer than in

Russia. There are two types of higher education institutions in Finland: universities and polytechnics, or Universities of Applied Sciences (Figure 3). Universities are academically oriented and provide training based on research, while polytechnics are more professionally oriented. The normative period of studies towards university Master's degree is five years (three years of Bachelor studies and two years of Master studies). Polytechnic Master's degree is equivalent to a University Master's degree, and one can be admitted to a Master's degree programme after completed Bachelor studies and three years of work experience. Study time of tertiary programmes can exceed the normative period by two years. Finnish education system provides equal opportunities for all citizens, also including a lifelong learning pathway. (Finnish Ministry of Education and Culture 2013)



**Figure 3. Finnish system of higher education (Finnish Ministry of Education and Culture 2013)**

It can be seen that both countries follow the two-cycle model of the Bologna process. A more detailed view on the Finnish and Russian higher education systems is provided in the next chapter devoted to Bologna implementation in both countries.

## 2.2 Bologna process in Russia and Finland in a nutshell

In 2010, the process of integration of countries which signed the Bologna declaration into the European space for higher education was finished. Russia joined the European space for higher education in September 2003, and since 2004, the preparation of organizational, legislative and methodical bases for Russian participation in Bologna process has been reforming the old system, including, for instance, exclusion of Specialist training from the programme offerings of Russian HEIs. Finland joined the Bologna process in 1999. In most fields of study, Finnish education system consisted of two levels with the exception of engineering studies that lasted five and a half years. The results of Bologna implementation in Finland and Russia are shown in the Table 3.

**Table 3. Implementation of Bologna principles in Russia and Finland (adopted from Finland 2012; Russian Federation 2009)**

<b>Basic principles of Bologna process</b>	<b>Status in Russia</b>	<b>Status in Finland</b>
<b>Easily readable and comparable degrees</b>	Diploma Supplement adopted in HEIs and issued upon student's request on a fee-paying basis	Diploma Supplement adopted in HEIs and issued automatically free of charge
<b>Two-cycle degree structure</b>	Bachelor's degree (240 ECTS)  Master's degree (120 ECTS)	University Bachelor's degree (180 ECTS) / Polytechnic Bachelor's degree (210 - 240 ECTS)  Master's degree (120 ECTS) / Polytechnic Master's degree (60–90 ECTS) after 3 years of work experience
<b>Harmonised credit system (ECTS)</b>	Implemented in all HEIs, 1 credit = 1 ECTS = 36 academic hours of student workload; ECTS grading system is not widely used, 1 to 5 grading system	Implemented in all HEIs, 1 credit = 1 ECTS = 27 academic hours of student workload; ECTS grading system is not widely used, 1 to 5 grading system
<b>Promotion of mobility</b>	The mobility flow increased after reformation of system of education	The mobility flow increased after reformation of system of education
<b>Cooperation in quality assurance (QA)</b>	External QA: licensing, accreditation based on correspondence to federal state education standards every five years, and state control and supervision of education activity by the Federal Service for Supervision in Education and Science, annual (or more frequent) monitoring of HEIs' performance by the Russian Ministry of Education and Science  Internal QA: HEIs develop internal QA systems and policies	External audit: Independent national agency for quality assurance FINHEEC audits HEIs every six years, annual monitoring of HEIs' performance by the Finnish Ministry of Education and Culture  Internal QA: HEIs develop internal QA systems and policies
<b>The European dimension in higher education</b>	Cross-border joint education programmes and joint research projects are actively developed	Cross-border joint education programmes and joint research projects are actively developed

The procedures of recognition of prior learning in higher education were modernized towards the implementation of Bologna process. As it was mentioned earlier, Diploma Supplement has been introduced in all HEIs. Prior school learning completed in Russia is recognized based on the Unified State Examination (USE) and national academic contest for school children by the Russian Ministry of Education and Science (Russian Federation 2009). Introduced ECTS facilitates the process of transfer of courses taken in other higher education institutions. Previous foreign higher education or qualification can be recognized in Russia under one of the following conditions:

- 1) an education degree or qualification was issued in a country that has an international agreement on mutual recognition and equivalence of education with Russia;
- 2) an education degree was awarded by a foreign HEI enlisted among the top 300 of the Academic Ranking of World Universities, the QS World University Rankings and The Times Higher Education World University Rankings (Government of the Russian Federation 2013c);
- 3) an education degree or qualification needs to be recognized with purpose of admission of an applicant for studies or work at one of the Russian leading universities (Lomonosov Moscow State University, Saint Petersburg State University, National Research Universities (NRU), Federal Universities (FU)) or a range of other HEIs defined by the Russian president. In this case, the leading universities are entitled to independently make decisions on recognition of foreign degrees;
- 4) in all other cases, education degree or qualification can be recognized in Russia after an official nostrification by the Russian authorities. (Russian Federation 2012)

Recognition (nostrification) of a foreign degree in Russia is a complicated and long process (more than six months) in the last described case. One of the difficulties is that the duration of the Bachelor studies according to the Russian education standards should be four years and worth 240 ECTS, while in most European countries it is three years (180 ECTS). This makes it difficult for many foreigners to attend Master's degree programmes in Russian universities which do not have the status of a leading university. This hinders the process of internationalization of Russian education.

In Finland, recognition of prior learning is part of admission procedure of a university. Like in Russia, the Finnish education system is designed in a way that a person can continue the studies after any level of education. Prior Finnish upper secondary school graduates are accepted to higher education institutions based on the results of Matriculation Examination issued by upper secondary schools. The recognition of foreign degrees for further studies in Finland is done by each university independently. (Finnish Ministry of Education and Culture 2013)

It can be seen that the Bologna process is successfully implemented in both countries, however, some challenges still exist, such as the low percentage of students transferring to working life after the completion of Bachelor studies, and the very low growth of domestic



mobility (Telegina&Schwengel 2012, Russian Federation 2009, Esyutina et al. 2013; FINHEEC 2012). A challenge specific for Finland and many other European countries is that Bologna reforms have not decreased the prolongation of studies and drop-out rates among students to a great extent (FINHEEC 2012). More time is required before the changes are fully accepted in the academic community and society in Russia. Telegina and Schwengel (2012) outlined slack progress in implementation of ECTS, Diploma Supplement, recognition of courses and quality assurance procedures in Russia. Nevertheless, it is early to assess the results of Bologna implementation, and the challenges mentioned above can be overcome in time with constant work towards the integration into the European Higher Education Area.

### **2.3 Monitoring, categorization and evaluation of HEIs in Russia**

As a response to the system changes in the position of education in the world and the economic environment transforming into a knowledge and innovation based economy, Russian authorities are reforming the national higher education system. Many changes in tertiary education system have been introduced in order to fulfill the Bologna Declaration requirements and to become an essential player in the European Higher Education Area. In order to turn the higher education into a driving force of national innovation system, the university network and the conditions for their operation have been restructured. Special attention is paid to increase the efficiency of universities and to form and support a cluster of the strongest HEIs. This chapter helps to understand the recent reforms in the Russian higher education system and describes the process of monitoring, national evaluation and ranking of the universities.

With the goal to evaluate the performance efficiency and to reorganize inefficient HEIs, Russian authorities have monitored education organizations annually since 2012. The results of the monitoring are publicly available online on the Russian Ministry of Education and Science website. Efficiency indicators are quite formal and purely quantitative. Basic indicators determined for HEIs assessment in 2013 are to reflect the situation in training, research, international and financial and economic activities, infrastructure for education and research and employability of graduates. The monitoring does not calculate an overall score or rank Russian universities according to efficiency, its main purpose is to reveal the inefficient HEIs and help them change the situation.

Driven by the inspiration to form a network of strong universities competitive in the global market, the Russian Ministry of Education and Science developed the project “Support for the leading Russian higher education institutions” in 2009. Currently there are six on-going projects:

- Entry into the world university rankings;
- Cooperation of universities and industrial enterprises;
- Attracting leading scientists;

- The development of innovative infrastructure;
- National Research Universities;
- Federal Universities. (The Ministry of Education and Science of the Russian Federation 2013b).



**Figure 4. Leading universities in Russia (adopted from Nikonchuk 2013)**

An important phase of the project was the selection and support of the leading Russian universities – the strongest ones in the field of research and education. In 2006 and 2007, 57 innovative universities were selected to implement their own innovative educational programs (Government of the Russian Federation 2006). In 2011, 55 HEIs won grants for realization of the programs for their strategic development (Ministry of Education and Science of the Russian Federation 2011). Later on, 40 universities (Appendix A), which is less than 4% of the all HEIs in Russia, have been selected as the leading ones (Figure 4). Lomonosov Moscow State University (MSU) and Saint Petersburg State University (StPSU) have a special status as leading classic universities of the country. Other Russian HEIs can be granted a status of National Research University (NRU) or Federal University (FU). These three categories of Russian leading universities have different missions which are given in the Table 4. The total amount of federal funding since the beginning of the project for support of development programs of leading universities as of the end of 2013 has reached 97,5 billion roubles (Livanov 2013b).

**Table 4. Missions of Russian leading universities (based on data provided by the Russian Ministry of Education and Science (2013a))**

Category	Quantity	Mission
<b>National Classic Universities (Lomonosov Moscow State University, Saint-Petersburg State University)</b>	2	Development of prospective directions for economy and society based on fundamental interdisciplinary research
<b>Federal Universities (FU) (Appendix A)</b>	9	Creation and development of competitive human capital for innovative development of the Russian regions
<b>National Research Universities (NRU) (Appendix A)</b>	29	Promotion of the dynamic development of the country's science and technology and forming the necessary human capital

In order to increase the global competitiveness of Russian universities, Russian Ministry of Education and Science launched a project for leading at least five Russian universities to Top 100 of world universities in the world rankings by 2020. In 2013, 12 universities won grants within this project, all of them are categorized as Russian leading universities: 10 National Research, two Federal Universities (Appendix A). Lomonosov Moscow State University and Saint Petersburg State University did not participate in the competition, as the government currently supports their efforts to improve international competitiveness as part of their development programs. The HEIs' effectiveness in achieving the project's objectives will be determined based on the criteria of such international rankings as Academic Ranking of World Universities (ARWU), Times Higher Education World University Rankings (THE), and World University Rankings (QS). Currently, Russian universities do not rank high in the world universities rankings. Only Lomonosov Moscow State University is ranked 79 in ARWU rankings. QS World University Rankings comprise 18 Russian universities ranked among more than 700 universities, eight out of which are in top 500 best universities. Among the steps for promoting the universities in international rankings, the following activities are particularly outlined: international joint educational programmes, inviting foreign professorship for teaching, and development of international academic mobility (Ministry of Education and Science of the Russian Federation 2013b).

As a consequence of the government actions devoted to the reformation of Russian higher education system and the increased support of universities, independent assessment of national universities and development of domestic ranking systems have been attempted. Currently there is no unified ranking of tertiary education institutions in Russia. There are several different evaluation systems, which take into account, for example, the average pass rate of applicants, public opinion on the institution, research results and the brand of the

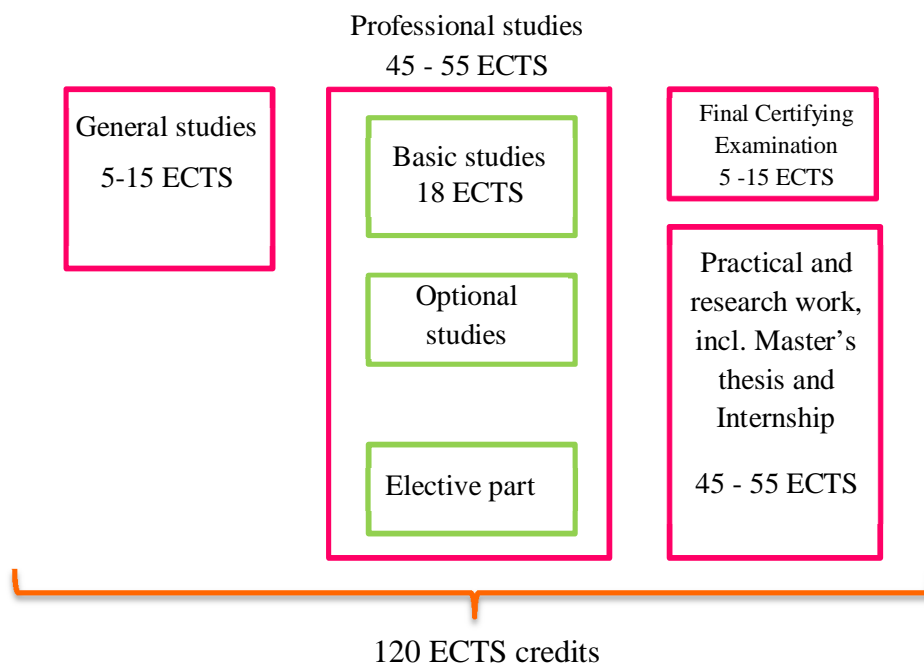
university, as well as other criteria. Appendix B summarizes the biggest annual rankings of national universities currently in use in Russia. Top positions in the rankings are usually taken by Lomonosov Moscow State University (MSU), Saint Petersburg State University (StPSU), Moscow State Institute of International Relations, Moscow Institute of Physics and Technology, Bauman Moscow National Research State Technical University, and National Research Nuclear University "MePhI", mostly universities categorized as leading in Russia. Among the rankings listed in the Appendix B, Expert RA Ranking of Russian HEIs and the National Ranking of Universities seem to be the most comprehensive at the moment of this study. Expert RA ranking concentrates more on evaluation of the training activity of HEIs and quality of their graduates, Interfax National Ranking of Universities is more diversified and considers many aspects of university activity.

Russian Ministry of Education and Science is planning to compile their own HEI rankings. In 2001–2006, it used to compose its own rankings based on statistical data collected by its department Federal Agency on Education (which no longer exists). Currently, the Russian Ministry of Education and Science monitors HEIs on an annual basis as mentioned earlier in this chapter. The methodology of the new national ranking was developed by the National Training Foundation in 2011 - 2013. The pilot testing of the methodology was conducted in 2012. It is suggested to assess Russian HEIs by the following criteria: research, teaching, international cooperation, knowledge transfer, regional engagement. Pilot results show that NRUs take the leading positions in most of the indicators. Internationalization and research activities are the bottlenecks in most of the observed HEIs. (National Training Foundation 2013b)

## **2.4 General regulations for Master studies in Russia**

Educational programmes in Russia are regulated by the Russian Ministry of Education and Science which issues Federal State Education Standards for different levels and types of training activities. The standards regulate the structure of Master programmes that consists of obligatory (strictly set by the Ministry of Education and Science for every field) and elective parts (chosen independently by universities), and should comprise of four modules: general studies, professional studies, practical and research work and Final Certifying Examination (Figure 5).

Obligatory professional courses for various directions of Master programmes (Management, Economics, IT, etc.) are set in the standards in the form of the title of a course and a list of competencies, which students should possess after taking that course. The workload and content of the courses are defined by the universities. Universities are free to form other modules depending on the specifics of a programme.



**Figure 5. Structure of Master's degree programmes in Management according to the Russian Federal State Education Standard 08.00.02.68 (The Ministry of Education and Science of the Russian Federation 2013d)**

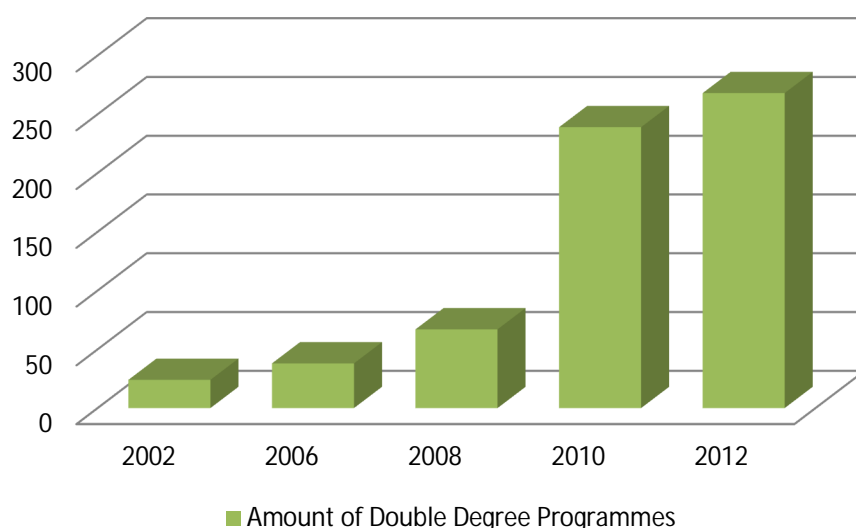
Practical and research work consists of three parts:

- 1) Teaching;
- 2) Internship in a company;
- 3) Research (Master's thesis and participation in scientific conferences).

Universities are obliged to renew the programmes annually, based on the development in science, culture, technology, business and other fields.

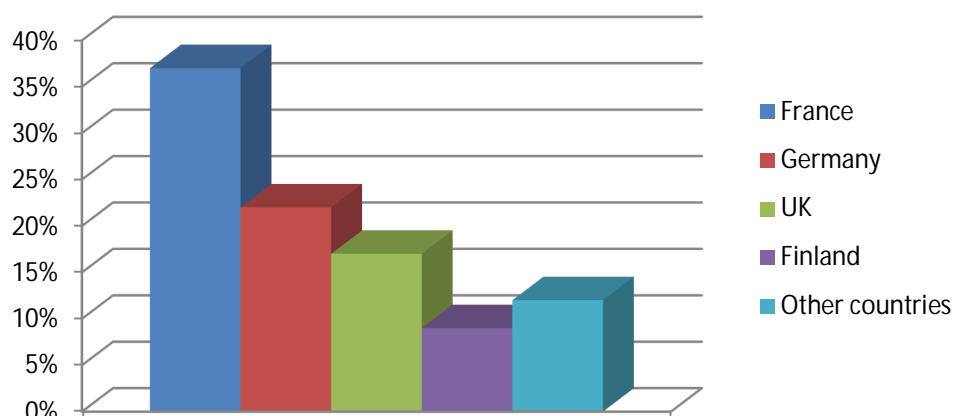
### 3. EU-Russia Double Degree Programmes

The practice of cross-border educational cooperation began to develop actively in the 1980s [2, p. 9]. The first double degree programmes in Russia appeared in mid-1990s after the Soviet Union was collapsed and universities as well as other organizations started looking for opportunities of cooperation with western capitalist countries. However, the majority of the double degree programmes was established 3-5 years ago and more programmes are planned to be launched in the nearest future. Over the last decade, the amount of double degree programmes has multiplied more than tenfold from 24 joint programmes in 2002 to 268 in 2012 (Figure 6). The majority of Russian universities (85%) consider double degree programme (DDP) development as an important part of their activities (Sinyatkin et al. 2010). In the context of the Russian Ministry of Education and Science's project for entry into the world university rankings, double degree cooperation will be expanded as one of the tools for internationalization.



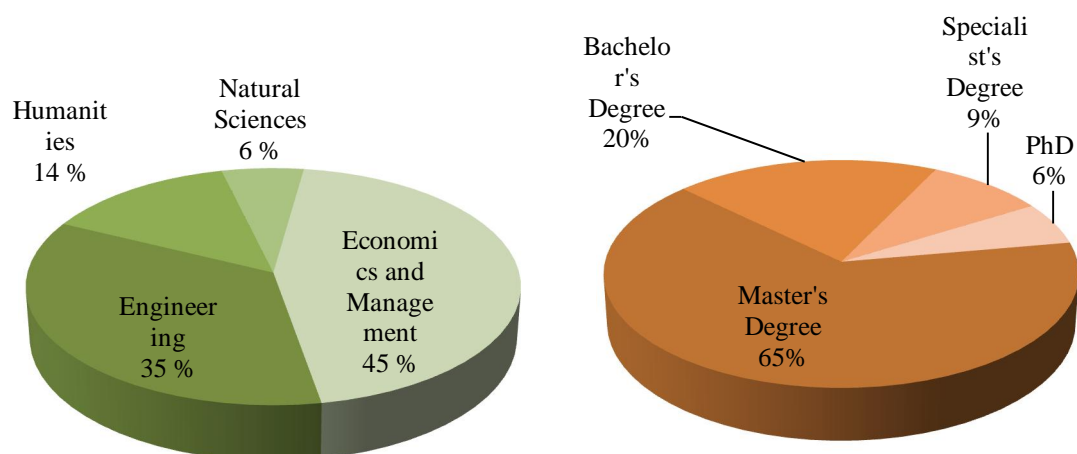
**Figure 6. Double degree programmes in Russia in 2002 – 2012 (Adopted from Russian Federation 2009; Sinyatkin et al. 2010; Gorbashko 2013)**

The most active European countries in double degree (DD) cooperation with Russia are France, Germany, UK, Finland, and the Netherlands (Figure 7). French universities, in particular grandes écoles, run approximately 90 double degree programmes jointly with Russian universities, which is 37% of all DD programmes in Russia. Only nearly half the amount of French programmes, but still an essential number of programmes is established with German and UK HEIs – 22% and 17% respectively. Finnish universities are also very active in cooperation with Russian universities: 26 DD programmes are currently run mainly with HEIs in North West Russia. Lappeenranta University of Technology is Finnish leader in cooperation with Russia. It has 16 double degree agreements with Russian universities from different federal regions. Italy, Spain and Sweden also have cross-border educational programmes with Russian institutions.



**Figure 7. Countries cooperating in double degree programmes with Russian universities (Sinyatkin et al. 2010)**

Clear tendencies can be seen in the types of double degree programmes in Russia (Figure 8). The majority of joint programmes are arranged at the Master's degree level (around 65%), one fifth of all programmes are double Bachelor degree programmes. There are some joint specialist programmes, but soon they will need to be transformed into double Master or Bachelor degrees, as starting from 2011, specialist programmes will no longer be launched in Russia. Doctoral double degree programmes amount for 6% of the total number due to their complexity of organization and lack of experience in double degree cooperation at this level. Qualification dimension of joint programmes is dominated by economics and management (45%) and engineering (35%). (Sinyatkin et al. 2010) The prevalence of Master's double degree programs in the fields of economics and management and engineering is stipulated by relatively easier mechanisms of integration of the Master's degree programmes and increasing internationalization of the professions of manager and engineer.



**Figure 8. Distribution of double degree programs in areas of specialization and levels of education (Sinyatkin et al. 2010)**

According to the recent research conducted by Sinyatkin et al. (2010), approximately 80 Russian HEIs run double degree cooperation. This number is significant, but in relative values, these amount to only 8% of all universities in Russia. Around one third of HEIs running double degree cooperation belong to the category of Russian leading universities which make up only three per cent of all universities in Russia. The main reason for this is that the history of internationalization of Russian academia only started after the collapse of the USSR. Institutions have little experience in cooperation with foreign universities and their partner network is still under development. The lack of English proficiency as a tool of communication hinders the collaboration. As a result, more than half of all DD programmes in Russia are arranged at the universities located in the Central and North West federal districts, mainly in Moscow and Saint Petersburg, due to the higher development rates of these regions and the more abundant opportunities for international cooperation. Good records of double degree cooperation at the leading universities can be explained by the additional funding invested in their development by the Russian government along with strong education and research capabilities. Nevertheless, international, and in particular double degree, cooperation currently gathers momentum, for instance universities of Volga, Siberian and Ural regions are currently developing more double degree programmes. The tendency for creation of joint education programmes is expected to grow further in future.





#### **4. General information on double degree programmes**

This chapter briefly reviews the double degree programmes in question. General information on the double degree programmes is summarized in the Appendix D.

##### **4.1 Master of Science in Professional Communication and Master of Science in Information Technology, South Ural National Research University (Russia) and Clark University (USA)**

The double degree programmes in question are implemented jointly by South Ural National Research University and Clark University. They are:

1. Master of Science in Professional Communication
  - a. Marketing Communication
  - b. Human Resource Management
2. Master of Science in Information Technology

The programmes are performed by the Institute of International Education in South Ural National Research University (SUSU), Russia and the College of Professional and Continuing Education (COPACE) in Clark University, USA.

The programmes started in 2010. At the time of the interview, there had been one alumni generation, who graduated from both SUSU and Clark University. Before 2012, students were awarded the Master's degree in USA and a certificate of professional retraining in Russia. Starting from the academic year 2012/2013, students receive two national Master's degree certificates.

The average amount of students in all the programmes is approximately 30-40 persons (10-12 students per programme).

The total duration of the programme is two and a half years. The year consists of three semesters in accordance to an American system. Students study 5 semesters in total towards this American Master's degree. After graduation from Clark University, students come back to SUSU to complete their studies in Russia and graduate from SUSU. The first three semesters students study in Russia, fourth and fifth or only fifth semester they study in the USA. During the first two semesters, all classes are in Russian with intensive courses of English language, in the third semester, one course in English is introduced. By the end of the first year, students should pass the TOEFL examination. The following semesters are taught in English.

#### **4.2 Double degree programme “International Management”, Ural Federal University and University Lille 1, France**

The double degree programme in International Management is implemented jointly by the Graduate School of Economics and Management at Ural Federal University (UrFU) and the Institut d'Administration des Entreprises (IAE) of Lille at University Lille 1. The French programme is called “International Business” (Master 2 COMEX - Commerce international, IAE Lille). Students receive 2 national Master’s degree certificates upon completion of their studies.

The programme started in 2010. University Lille 1 suggested double degree programme cooperation due to the fact that many French companies operate in Yekaterinburg and they are interested in employees that know both Russian and French markets very well. One of the large employers in the region is a corporate partner of Lille 1, retailer company Auchan. There was an interest from students as well as France is one of the most popular destinations of student academic mobility. After several visits to France and Russia for negotiations, the programme was launched.

The programme in International Management has an integrated curriculum according to which the participants study courses of the French curriculum in the second year of the Master programme. All courses provided by the partner university are taught in English. The Master’s thesis is jointly supervised. Students should not study in France during the second year of the Master degree programme; Lille University professors visit UrFU and provide lectures themselves. At the moment of interview (March 2013), there had been one alumni generation. In 2010/2012, there were three graduates, in 2013, ten students are expected to graduate, for the academic year 2013/2014, ten students are admitted to the programme.

#### **4.3 Double degree programme in "Theoretical and Experimental Economics", Ural Federal University and Humboldt University of Berlin, Germany**

The double degree programme in "Theoretical and Experimental Economics" is implemented jointly by the Graduate School of Economics and Management of Ural Federal University (UrFU) and the School of Business and Economics of Humboldt University, Berlin. The German programme is called “Master in Economics and Management Science”. Students receive 2 national Master’s degree certificates upon completion of their studies.

The programme was launched in 2010 by the initiative of Ural Federal University. The universities had a very good cooperation history, therefore the Humboldt University was a reliable partner for UrFU. In addition, it has impressive achievements in Theoretical and Experimental Economics. Humboldt University was interested in Russian students because of their strong training in Mathematics. The programme is organized in a way that students study the second year of the programme at Humboldt University (in English) and receive two national degree certificates. One of the selection criteria for the DD programme is an English language certificate. At the moment of interview (March 2013), there had been one graduate.

#### 4.4 Master's Degree Programme in Global Management of Innovation and Technology (GMIT), Lappeenranta University of Technology (LUT), Finland

The Global Management of Innovation and Technology double degree programme (DDP) has been operated jointly with the Russian partner universities since 2010. The partners of the programme are:

- Moscow State University of Management;
- Moscow State University of Railway Engineering;
- St. Petersburg State Polytechnical University;
- St. Petersburg State University of Economics;
- South Ural National Research University;
- Bauman Moscow State Technical University.

The Finnish part of the programme is provided by LUT School of Industrial Engineering and Management, and Russian part of DDP is implemented, as a rule, by the innovation or international department of the partner university. The creation of the programme was motivated by the encouragement to internationalize from both the Finnish Ministry of Education and Culture and the university's own strategy. The average annual amount of double degree students is around 10-15. The structure of the GMIT double degree programme is presented in the Table 7.

**Table 7. Structure of the GMIT double degree programme (DDP)**

<b>Global Management of Innovation and Technology (GMIT) 120 ECTS credits</b>		
<b>1 YEAR at the Russian partner university, 50 ECTS credits</b>	<b>2 YEAR at LUT Major Subject 70 ECTS credits</b>	
<b>General Studies 10 ECTS credits</b>	Product and Technology Strategy: Advanced Course in Innovation Management	<b>Master's Thesis 30 ECTS credits</b>
<b>Minor Subject 20 ECTS credits</b>	International Business Methods	
<b>Elective Studies 20 ECTS credits</b>	Business Relationships and Networks	
	Methods of Technology Management	
	Introduction to Research Methods	
	Strategic Entrepreneurship in Age of Uncertainty	
	Elective Studies	

The model of implementation of the programme is as follows: The duration of the programme is two years. However, LUT does not require students to graduate at the end of the second year as they should do at a Russian partner university, students can stay for a longer period to complete their Master's thesis if needed. Academic mobility is organized in one direction, from Russia to Finland. The studies start in Russia and the second year is spent at LUT. The joint curricula from Finnish perspective is organized in a way that 50 ECTS

credits are transferred from Russian programme and 70 ECTS credits, including 30 ECTS credits for Master's thesis, are earned at LUT. The selection of students for DDP and the Master's thesis supervision are performed jointly with the partners. Languages of the programme are English at LUT and Russian and English at the partner university. The programme leads to two national Master's degrees, from LUT this is Master of Science in Technology, and from their Russian university, the students receive a Master's degree either in Technology, Economics, Management or Business Administration.

#### **4.5 Master in Strategy, Innovation and Sustainability (MSIS), Lappeenranta University of Technology, Finland**

The programme Master in Strategy, Innovation and Sustainability (prior name is Master in Information Technology and Innovation Management) started in 2007 as a Finnish-Russian Cross-border University (CBU) initiative in cooperation between School of Business of Lappeenranta University of Technology and Graduate School of Management (GSOM) of Saint Petersburg State University. Currently LUT has three partner universities in Russia:

- Saint Petersburg State University, Graduate School of Management (GSOM);
- Plekhanov Russian University of Economics (PRUE), Moscow;
- Ural Federal University named after the first President of Russia B.N. Yeltsin (UrFU), Yekaterinburg.

A maximum of 20 students from partner universities are selected to the programme every year.

**Table 8. Structures of DD programmes at LUT**

<b>General Structure of DDP</b>	<b>GMIT; MSIS with PRUE and UrFU</b>	<b>MSIS with GSOM</b>
1st year at Home University	50 ECTS	60 ECTS
1-2 semesters at a Partner University	70 ECTS, including:	30 ECTS
Core studies at a Partner University	40 ECTS	
Joint Master's thesis	30 ECTS	30 ECTS
Total	120 ECTS	120 ECTS

The cooperation models with the partners vary in a way that the programmes with PRUE and UrFU are more flexible and follow the model mentioned above in section 3.2.4, while cooperation with GSOM is more strictly integrated. The structures of the reviewed double degree programmes (DDP) at LUT are presented and compared in the Table 8.

The study curriculum of MSIS programme with GSOM is fully integrated and takes into account the requirements of both universities, including the obligatory internship and the time frame of two years for completion of the degree required by the Russian legislation. Students

receive both degrees only after completing the degree requirements for both programmes. DD programmes at Plekhanov Russian University of Economics (PRUE) and Ural Federal University (UrFU) give more flexibility for the partners to follow their own education standards. Academic mobility with GSOM is organized in two directions and a student should spend one or two semesters at a partner university. With other partner universities, the programme academic mobility currently functions in one way: Russia to Finland. The teaching language and language of the Master's thesis is English or Russian depending on the partner university. The Master's thesis is jointly supervised by professors from both institutions. Student selection as well as some other actions is organized in a cooperative way with the partners.



## **5. Best practices of the double degree arrangement and management**

The key findings of the project are summarized in the Appendix E.

### **5.1 Motivation for starting a new Double Degree Programme (DDP)**

Typically, the initiative to start a double degree programme is a result of long term cooperation and good partner relationships between universities in terms of student exchange, joint seminars, trainings, conferences, research projects, etc. Trust between partners is an essential condition for cooperation. In Russia, personal contacts are very important. If the universities did not have any cooperation activities in the past, trust and common understanding can be built by conducting a range of visits to both universities by holding joint seminars, detailed discussions and interviews with professors and students.

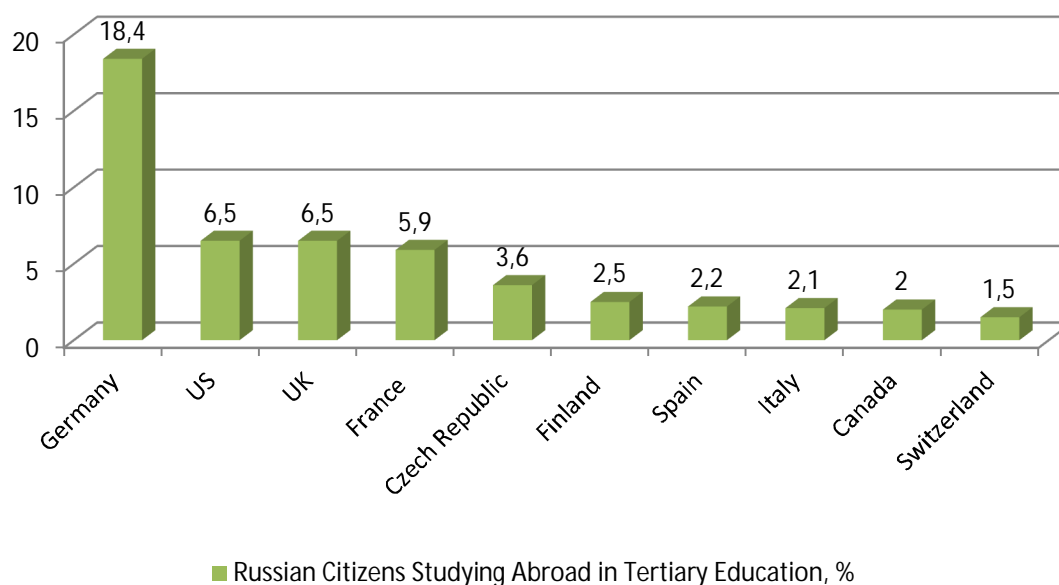
One of the criteria, in addition to a good relationship history, from both Russian and Finnish universities is that a partner university should be public. This condition ensures that certain quality standards are followed.

Motivating factors for starting a double degree programme among Russian universities can be divided into several groups:

1) Social factors: in most of the cases, the success of the programme is strongly dependent on the personal interests of organizers, and their readiness to invest their time and efforts into cooperation. There is also a demand from the students interested in getting an international education and studying abroad. Respondents note that western countries, such as France, Germany, and the USA are the most popular destinations for exchange studies among students. According to the OECD report “Education at a Glance” (2013), from Russian citizens studying abroad in 2011, 18,4% study in Germany, 6,5% in the USA and in the UK, and 5,9% in France. The tendency now is that the number of Russian students is decreasing in the first three mentioned countries and moving to other countries, such as France, Check Republic, Finland and Italy. The survey results on “Perceptions of European Higher Education in Russia” (Academic Cooperation Association 2005) revealed that Russian respondents (including experts in education, teachers, university officials and parents of students intending to study abroad) considered the EU higher education as a high quality and prestigious one mostly implying it to the Great Britain, France, Germany, Belgium, Spain, Italy or Switzerland.

2) Academic factors: double degree (DD) programmes increase the quality of education, education standards, best practices sharing, and the extension of the course package. There is also a need for integration into the international community that would cause increased student and staff mobility, international communication, and better proficiency in English.





**Figure 9. Russian Citizens Studying Abroad in Tertiary Education, by country of destination (OECD 2013)**

3) Reputation: international cooperation and availability of international programmes strengthens the recognition and perception of a university as a strong, reliable and actively developing institution in the eyes of society in Russia and abroad. The reputation of a university is an important factor when students are choosing a HEI to study. Good reputation also facilitates attracting the best professors and other staff to the university.

4) Marketing aspect: provision of the DD programmes increases the demand for all university programmes from potential students from Russia as well as from foreign countries.

5) Demand from the labour market: many international companies operate in Russia and are interested in employing internationally competent professionals.

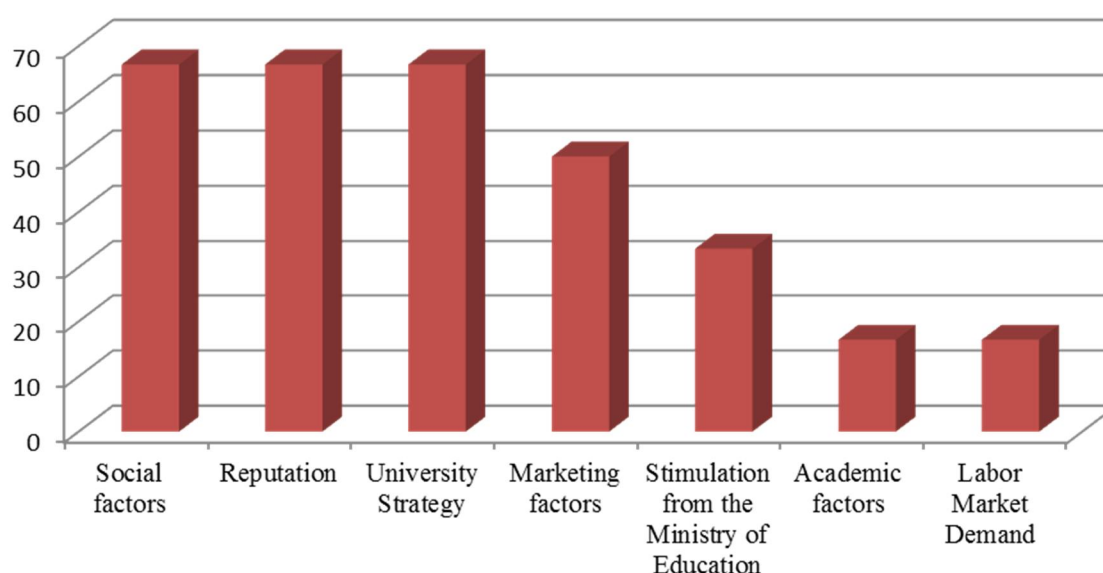
6) Strategy of the university to internationalize.

7) Stimulation from the government: one of indicators of university development is the amount of international programmes, joint degree programmes, and the amount of international students. Universities with higher development indicators get funding from government (e.g. categorization of the Russian leading universities, campaign to lead 5 universities to the top 100 world universities by 2020 (The Ministry of Education and Science of the Russian Federation 2013a, b)).

**Table 9. Motivation for starting a double degree programme (DDP) from Finnish and Russian perspectives (S – strong, M – moderate)**

Factors	Russian universities	Finnish universities
Social factors	S	M
Academic factors	S	M
Reputation	S	M
Marketing aspect	S	S
Demand from the labor market	S	S
Strategy of the university	S	S
Stimulation from the government	S	S

Finnish perspective on motivating factors is quite similar to Russian (Table 9). All mentioned factors are important for Finnish universities as well, but a bigger emphasis is put on the incentives from the Ministry of Education and Culture and other authorities, university strategy and demand from the market. The Finnish Ministry of Education and Culture provides incentives for universities to internationalize, for example, one of the LUT double degree programmes (MSIS) was created in the framework of the Cross Border University (CBU) initiative of the Ministry. LUT has a strategy to become a hub of Russian relations, and double degree programmes are a good way to strengthen cooperation with Russia. Trade turnover between Finland and Russia is increasing and companies need professionals with expertise in Russian and Finnish business environments.



**Figure 10. Motivational factors for starting a new DDP**

Figure 10 summarizes the factors that have an impact on the decision to start a double degree programme (DDP) from Finnish and Russian points of view. It shows a quite rough estimate of the relative importance of various factors in establishing a DDP and is not suitable for statistical analysis. However, it reveals how often respondents referred to certain factors. Around 70% of respondents outlined that the social, university strategy and reputational factors initiated a DDP creation. Half of DDP management representatives refer to the marketing aspect. One third of the reviewed programmes appeared to have been launched to some extent due to the incentives from the Ministry of Education. Other motives, such as academic and demand from labour market, were also mentioned in both Finnish and Russian universities and their importance may vary in different universities.

## **5.2 Implementation of Double Degree (DD) Programmes**

This subchapter observes how joint degree programmes are organized and managed. It depicts the aspects of building a joint curriculum, combining various universities' standards and requirements, organizing the joint supervision of Master's thesis, and organizing academic mobility.

### **5.2.1 Construction of a joint study curriculum**

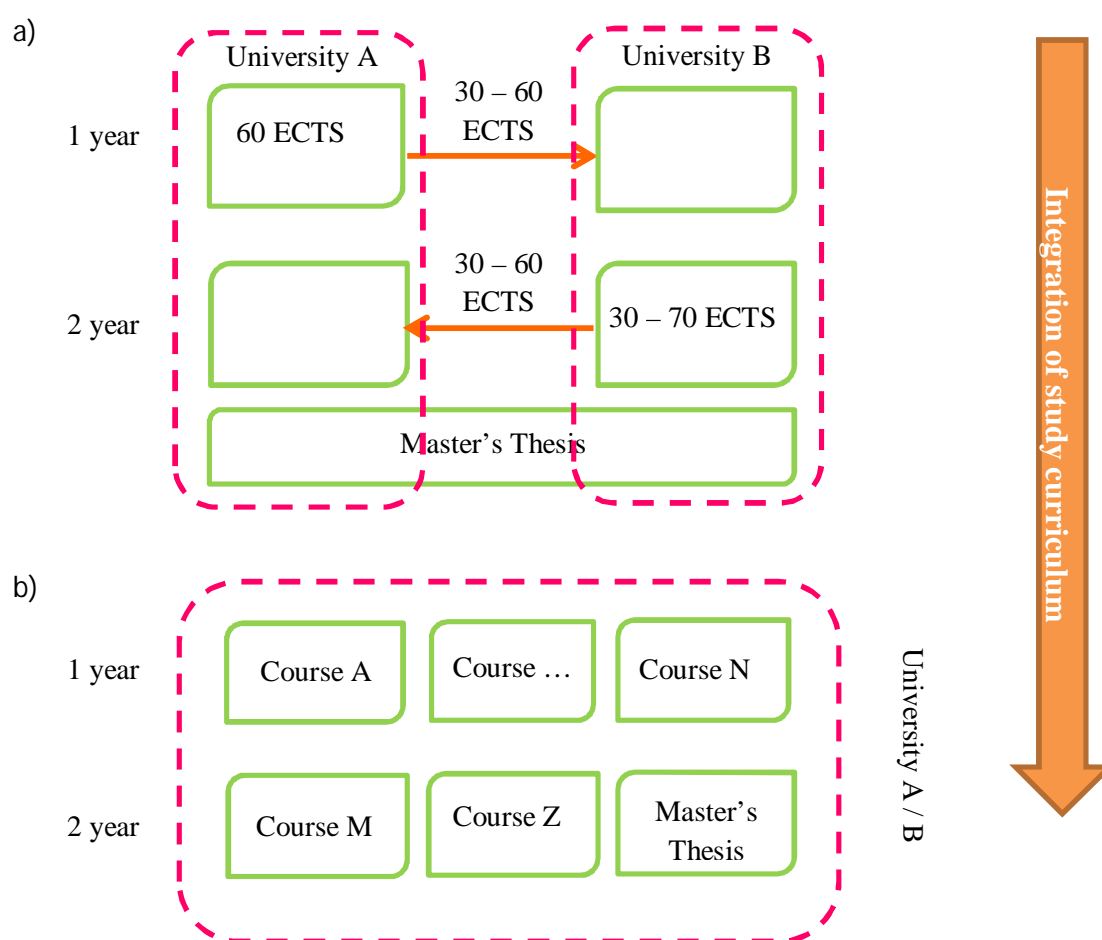
The creation of one joint curriculum for a double degree programme (DDP) with Russian universities is a challenging issue due to the fact that administrative requirements in Russia are stricter than those in European countries. Though degree structures are similar as a result Russia joining the Bologna declaration, major courses as well as a range of internships are defined by Russian Ministry of Education and Science and cannot be changed. In order to deliver a European Master's degree, partner universities also require from the students to take core courses which are often different from Russian majors. Thus, this process demands extra effort and time to combine the requirements of both parties.

There are two general models of building a joint curriculum for a double degree programme (DDP) (Figure 11). They differ by the extent of study curriculum integration, or in other words, unification: double degree programme model a) per se is a combination of two different programmes with a different set of courses at each partner university, and the case b) reflects the situation where there is one unified program with the same set of courses in both universities. In reality, the level of study curriculum integration varies greatly from case to case.

The first one (model a) in Figure 11) is more flexible and offers more freedom for partnering universities. The courses that students should take at each university towards the national degree are defined rather independently by the partners. As the courses taken at one of the partner universities are included in the minor and elective sections of the study curriculum of the other institution, the process of discussion and agreeing on the content of a DD programme is alleviated to a great degree. Typically, 30 to 60 ECTS credits are done by the students at each university and the Master's thesis is usually jointly supervised and accepted in both institutions. In addition, fewer bureaucratic procedures are needed for the decision

making on changes in the curriculum. It allows universities to follow their traditions, national education standards and requirements. DD students will get better acquainted with the various specifics of the national education systems. However, this model may cause some extra workload, e.g. additional courses, for the DD students.

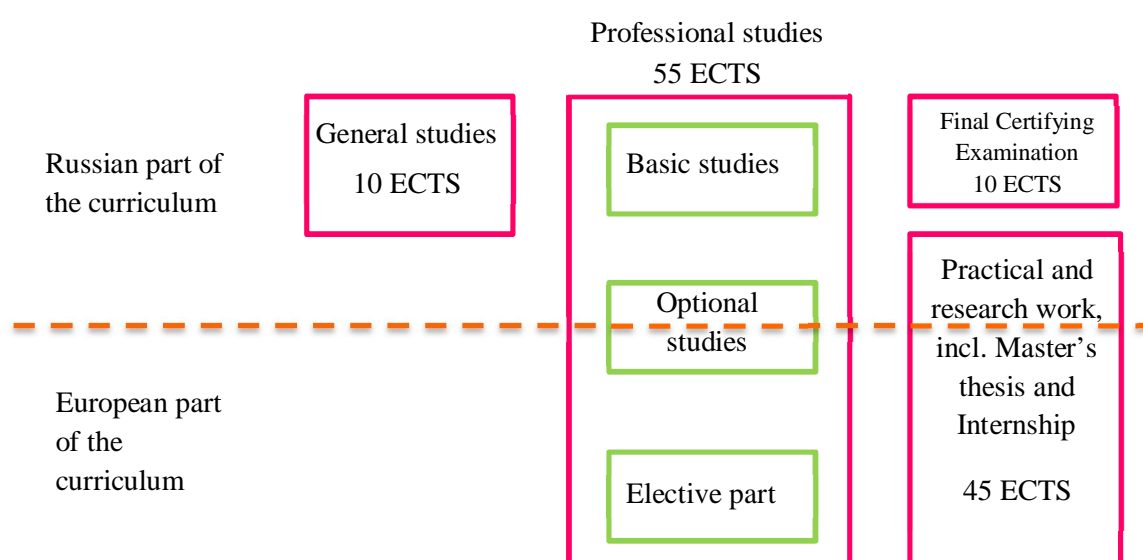
Another model of building a joint curriculum (model b in Figure 11) can be characterized as a fully integrated study curriculum, which means that the content of the curriculum is thoroughly agreed on between the partners, and it is set in a way that the list of courses for each semester is defined irrespectively of a student's location (home or a partner university). Both institutions deliver the same package of core courses. This model requires very close cooperation between the partners as well as an accurate combination of national and university standards and rules, which increases interdependency and decreases flexibility in decision making. This is a quite complicated and labour-intensive process particularly in case of double degree cooperation with Russian universities as Russian higher education system has many national regulations and standards to be met. The main advantage of this model is that it facilitates two-way student mobility arrangements and credit transfer.



**Figure 11. Models of building joint study curriculum for double degree programmes (DDP)**

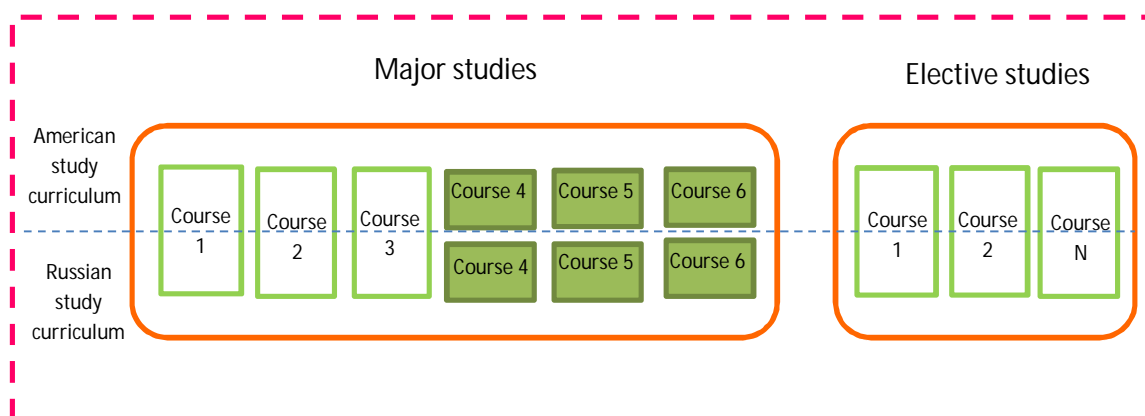
Among the investigated programmes, the most integrated curriculum was built in the programmes in International Management between UrFU and University Lille 1 and MSIS programme between LUT and SPbSU. First year studies accounting for 60 ECTS credits consisting of basic and core studies are obtained at the student's home university. During the second year, students complete 30 ECTS credits of partner university's core courses and acquire 30 ECTS credits for the jointly supervised Master's thesis. Studies at partner universities are included in the elective part of the degree in the home university.

Due to certain peculiarities of the Russian educational system, the process of embedding partner university courses into the curriculum is more complicated in Russia than in Europe. An example of the structure of the curriculum in UrFU and Lille 1 University is shown in the Figure 12. The total workload of the joint programmes is 120 ECTS and it is structured in a way that students do not have any extra workload.



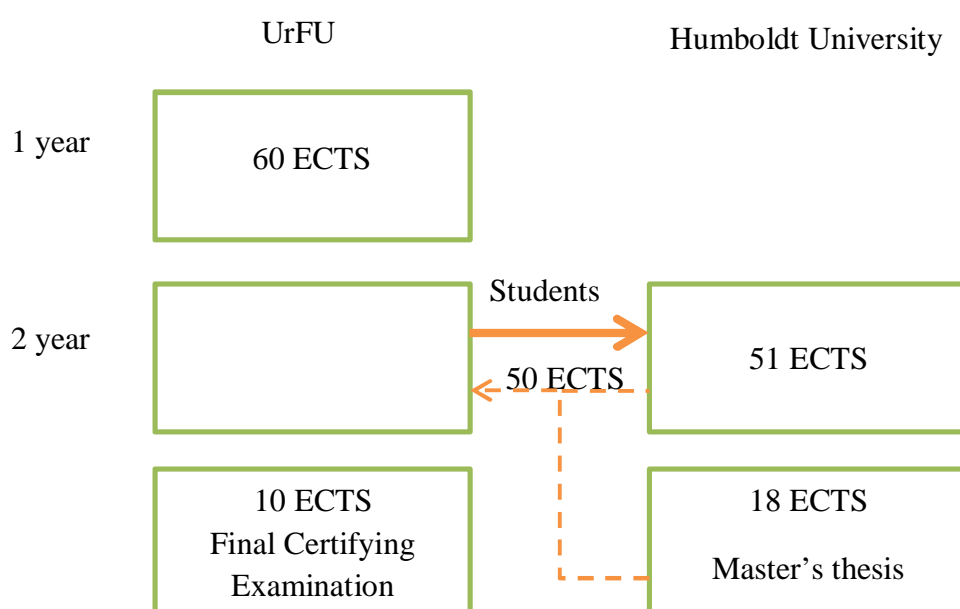
**Figure 12. Structure of the double degree programme study curriculum at UrFU with Lille University (Russian perspective)**

In the case of double degree programmes between SUSU and Clark University, the joint curriculum is also almost completely integrated. The programme is based on new courses specifically designed for the joint programme. Clark University is a lead partner and it provides the programme structure and study curriculum. Russian study curriculum is adapted to the American one. Although the elective part of the programme is more flexible and contains same courses accepted in both national degrees, the obligatory major studies are strictly set by each party which causes few extra courses in the programme (Figure 13). Approximately half of the core courses coincide in both degrees and few others go as extra workload. The development of the joint programme required thorough and detailed review and combination of the national requirements, methodology and study workload of each course.



**Figure 13. Structure of the double degree programme study curriculum at SUSU**

The third method of creating a joint curriculum is more flexible for both partners and more common among observed programmes. This model is implemented in most LUT DD programmes (GMIT, Energy Technology and other DD programmes at the School of Technology, MSIS with PRUE) and the programme "Theoretical and Experimental Economics" between Ural Federal University and Humboldt University. The partner university accepts 50 ECTS credits (51 ECTS credits in the programme "Theoretical and Experimental Economics") from the first year of studies and 70 credits should be done in a European partner university. At UrFU, during the first year, students complete 60 ECTS credits and get up to 50 credits for courses taken in Berlin during the second year, including work on the Master's thesis. Figure 14 shows schematically how the structures of the double degree programme and credit transfer within it are organized.



**Figure 14. Structure and credit transfer of the double degree programme in Theoretical and Experimental Economics**

The transfer of credits from LUT studies to partner universities varies. Some universities accept all credits for courses taken at LUT, some only a part of them, some none. If a partner university does not transfer any credits from LUT, the students take exams in parallel with studies at LUT or they take academic vacation for the current year and complete their studies after returning to Russia. There are cases when students get a Specialist degree in Russia during their first year of studies and then there is no need to transfer Master courses from LUT to that degree.

The programmes at SUSU follow the methodology for teaching and organization of the studies recommended by Clark University. During the process of programme establishment, the director and professors of each programme visited Clark University in order to agree on a common vision of the programme among Russian and American specialists. The questions discussed were the organization of education process, priorities, teaching methods, course content, and marketing tools. All teaching staff at the programme should send their CVs to and be approved by Clark University. In other observed programmes, partner universities are independent in teaching and evaluation methods.

In all observed double degree programmes, students write two Master's theses in terms of various formalities, and language requirements, but generally under the same topic or in the same field. The most integrated Master's thesis preparation can be found at LUT MSIS programme with GSOM and UrFU programme in International Management with Lille University where students prepare one Master's thesis content-wise, which is jointly supervised by both parties. Language-wise, one Master's thesis in English is prepared by MSIS students studying in GSOM and PRUE. UrFU students in all investigated programmes write their thesis in two languages: in Russian and its translation into English. The thesis work in the programme with Lille University is jointly supervised by both parties. Even though there are different national requirements for the thesis, parties try to agree on mutually beneficial solutions (i.e. as the volume of Russian Master's thesis should be 70 - 100 pages and English version for French party is approximately 50-70 pages, an average volume of the final thesis is agreed to be 70 pages). Students present their work to the jury consisting of Russian and French members in English, although the dates of Russian and French presentations may differ.

In MSIS programme, joint research seminars for Master's thesis are arranged so that scientific supervisors visit the partner university. The projects in progress are presented to a joint commission consisting of professors from both sides.

In other programmes, students prepare two separate final projects because the criteria on content and structure are essentially different in partnering universities. Often after graduating in Russia, students come back to a partner university to complete their thesis according to the partner university's requirements. In the programmes of SUSU and Clark University, students first present their thesis in USA and then return to Russia and write a Master's thesis for six months there.

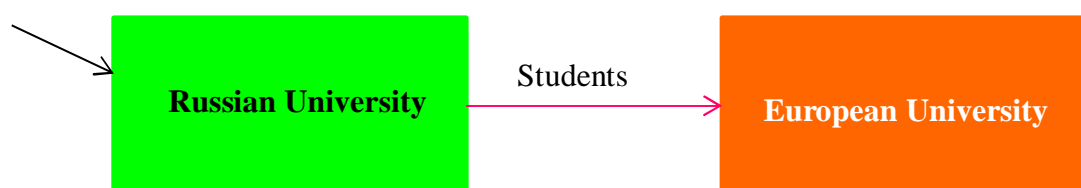
None of the programmes has one agreed evaluation criteria for the Master's thesis due to differences in the requirements on content and structure of the thesis. In the Russian Master's thesis, a bigger emphasis should be put on the theoretical issue and the development of methodology; in Europe, empirical findings are more important, at times. This may lead to different final grades for the thesis in the Russian and European degrees.

Problems in agreeing on the topic of the research may occur. It is common practice for writing graduate projects in European universities to prepare the project on request of a company or within some research project which makes research more applicable. However, some Russian supervisors do not accept the topic offered as they do not see any value brought to national science or if the concept of the work does not meet Russian standards. In this case, a student has to prepare two different theses or reject the company's offer.

### 5.2.2 Mobility of students within a double degree programme (DDP)

There are three general models of double degree programmes in Russia from the perspective of academic mobility arrangements: one-way mobility, two-way mobility and cases when students do not study abroad.

The most widespread is the model of one-way mobility (Figure 15) where students from a Russian university study the first year in Russia and for the second year go to a European partner university for one or two semesters (programmes at South Ural National Research University, GMIT and programs of School of Technology of Lappeenranta University of Technology, programme of Ural Federal University and Humboldt University. In this case, the double degree agreement does not cover the mobility of European students to the Russian university.

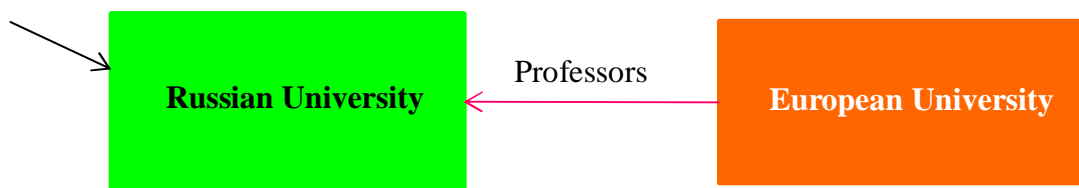


**Figure 15. One-way model of academic mobility**

The second type of double degree programme organization is where students do not study abroad, but professors from the partner university come to lecture in Russia or distant learning techniques are applied (figure 16). For instance, Lille 1 professors develop and come to teach courses of the French curriculum in Yekaterinburg. They also supervise Master's theses, participate in the evaluation committee and in the recruitment of the students. Thus,

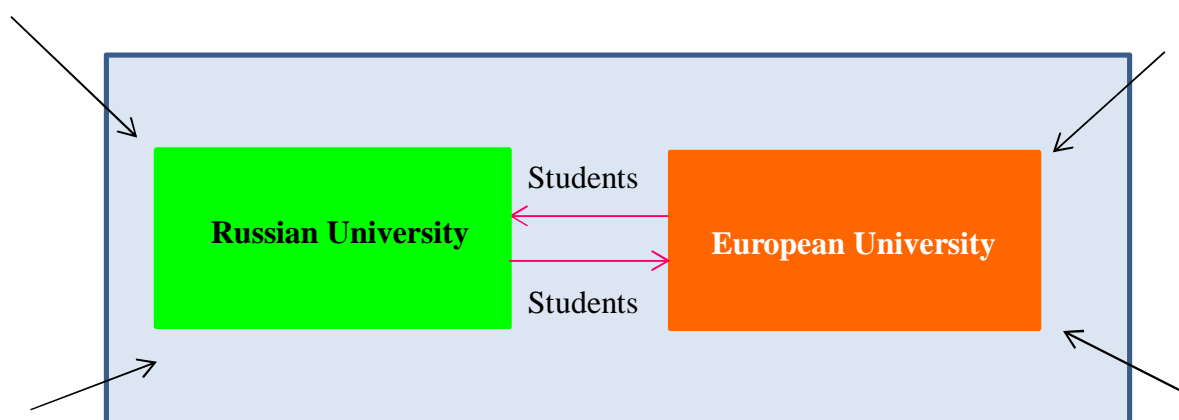


academic mobility is seen from the teaching staff perspective. UrFU covers all salary, travel, accommodation and visa expenses for the lecturers teaching in the programme.



**Figure 16. Model of academic mobility (teaching staff perspective)**

And thirdly there are DD programmes providing a two way mobility approach where the programme is thoroughly planned and students from both universities study abroad and complete their degrees in two universities (MSIS program at LUT) (Figure 17). The third type can be seen as the reference model at which most universities aim.



**Figure 17. Two-way model of academic mobility**

A common problem in the provision of the two-way mobility of students within the DD programme is the scarce amount of courses in English offered at Russian universities and certain stereotypes on the quality of living in Russia. Thereby, first of all, enough courses in English should be developed and good living conditions in student dormitories provided. In addition to marketing methods described later, it may be reasonable first to invite potential students from the partner university to participate in short-time traineeships or summer schools. As for the development aspect, including a guaranteed traineeship in a multinational company operating in Russia, not necessarily paid, was mentioned by many respondents as an attracting factor.

The recognition of previous degree certificates (nostrification) of foreign students is an outstanding challenge in double degree programmes. In Russia, the nostrification process is a long procedure taking from six to twelve months, meaning that DD students should submit their documents to the Russian authorities at the beginning of the first year of their studies. Another challenge is that according to Russian requirements, recognized Bachelor studies

should last four years, whereas in Europe, students can get a Bachelor's degree after three years of studying. This means that European diplomas cannot be recognized in Russia and the students are not eligible for Russian Master's degree. In some cases, students have to submit their Master's diplomas for nostrification after graduating from European university, which postpones their graduation in Russia by approximately one year.

The Russian government tries to solve the nostrification problems. Starting from September 1, 2013, the Russian leading universities (National Universities, National Research Universities and Federal Universities) are entitled to independently make decisions on diploma recognition. In these cases, foreign students' degree certificates may be recognized, or students can be asked to take some extra bachelor's courses in Russia. Still, leading universities amount for less than four per cent of the HEIs in Russia.

To sum up, there are the following challenges in the planning and implementation of double degree programmes:

- 1) Agreeing on one integrated curriculum as administrative requirements in Russia, are stricter than those in Europe from the perspective of core studies;
- 2) Preparation of two Master's theses, due to the differences in criteria and requirements as well as the language of the Master's thesis;
- 3) Agreeing on one topic for Master's thesis;
- 4) Problems in the arrangement of two-way academic mobility:
  - scarce amount of courses in English at Russian universities
  - quality of living in Russian student dormitories
  - recognition of previous degree certificates (nostrification) of foreign students.

### **5.3 Marketing of Double Degree programmes**

Although there is a big interest amongst Russian population for the double degree programmes, and for higher education in general in Russia and in leading world universities, the promotion of this kind of programmes is rather challenging. The price is an essential and often decisive factor in the Russian market. The level of paying capacity varies in Russian regions and for many of them, tuition fee is a sound sum. A potential customer of the double degree programme should have a high motivation to invest money, time and efforts in it. Therefore, a target consumer is a young, motivated and ambitious person interested in starting and developing a career. One of the target groups are students at the Bachelor's and Master's level, in particular those students who have a major subject adjacent to the majors in the double degree programmes or those interested in specializing in another field, different from their major. Promotion argumentation should be built in accordance to the above mentioned factors.

Universities located in the regions of Russia other than Moscow or St. Petersburg mainly market the programmes at the regional level. Russian students usually choose their university either in their own region or in Moscow or St. Petersburg if not abroad, but they rarely move to study to other Russian regions. An advantage of the home region is an opportunity to live in their own apartment and close to relatives. Moscow and St. Petersburg attract students with a high quality of education, wide range of career opportunities and high salaries. It is reasonable to concentrate on promotion to the local population, although in future marketing efforts should be directed also to the national and international level.

European universities are internationally focused in their marketing efforts. They provide advertisement and promotion materials in English on their web sites, in international Internet portals for Master's studies, etc. European cities are usually small and cannot provide the universities only with local students. As an example, double degree students from LUT side are from Finland, China, Romania, Greece, Russia, France and other countries. Increasing competition with the world leading universities in capital regions pushes other universities to promote their study offerings more actively.

For the marketing of the double degree programs as well as for any other programmes, online marketing instruments are recognized as most effective. The Internet is seen as the most effective marketing tool and many efforts, as well as an essential part of the marketing budget, are turned there in order to increase visibility of the programmes. In addition to detailed information and advertisement on the university web site, pages and communities in the social networks, such as Vkontakte, Facebook and LinkedIn, are created for posting important information about a double degree programme, announcements, pictures, and connecting current and future participants of the programme. Potential applicants can read additional information, ask questions and communicate with current students. UrFU also places advertising on the official Internet portal of the city. At SUSU, double degree students who are currently at the partner university keep blogs where they describe their periods of studying abroad. Visible proof that a programme functions well and the opportunity to communicate with its participants are the main advantages of online marketing.

The partners of double degree programmes create programme information brochures. As all observed programmes combine double degree and regular educational programme in one, the brochures combine the information on both types. A brochure includes information on the partner university, its logo and structure of the double degree programme. LUT MSIS programme has also some advertisement in Russian magazines. A person responsible for double degree programme coordination is trained to give information on the studies at the partner university. Both European and Russian universities use these tools for promoting studies at the partner university.

Personal sales are important for double degree programmes as for any other expensive programme. This stands for the personal presentations of double degree programmes to potential customers. This method is directed to university students and for those who have demonstrated their interest by calling or posting questions. For instance, managers of the programmes at SUSU organize meetings for potential applicants, present the programmes,

show videos and use teleconferencing with the students studying at Clark University in the USA at the moment. There are also meetings with potential clients organized when American partners come to SUSU.

University programmes are presented during the university's "open days" for potential students. Coordinators also visit other faculties and institutes of the university and promote the programme. Universities further participate in various educational exhibitions and promote their double degree programmes along with other educational programmes. Programme brochures are distributed to bachelor and secondary school students. Personal presentations are rather expensive and cannot cover a big audience, but these methods are quite effective and make programmes more visible.

Active involvement of current students and partners in the meetings with potential customers significantly increases interest in the programme. LUT professors of the double degree programmes visit partner universities approximately twice a year and make presentations there for potential students. SUSU involves current students in meetings and presentations of the programmes. Live communication reduces the extent of uncertainty that may be left after reading promotion materials.

In Russia, parents are important stakeholders in the decision making chain for a student's participation in an international educational programme. Master's studies' students in Russia are usually 21-22 years old, and often parents finance their studies and living expenses. At LUT GMIT programme, after preliminary selection, LUT programme directors arrange online meetings with the potential students and their parents and present study opportunities, living conditions and answer possible questions. It increases confidence and builds trust at the early stage of the relationship between prospective customers and programme providers. This also produces a 'word of mouth' and raises public awareness of the double degree programme.

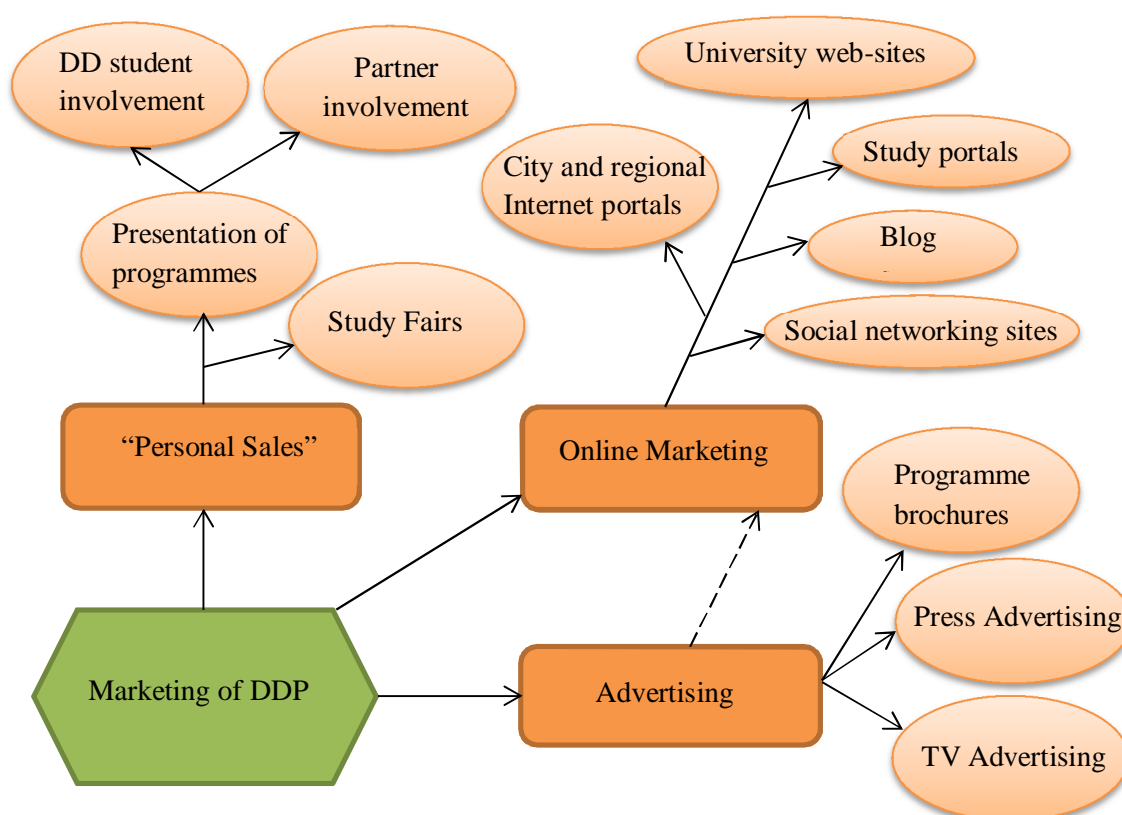
Various methods for marketing of double degree programmes are summarized in Figure 18. In conclusion, promotion and management of the DD programs require a lot of human resources for:

- live (during the visits) / online communication with the partners,
- involvement of students and young scientists in joint presentations,
- organization of presentations for potential students, visiting Bachelor's students and other university departments,
- educational exhibitions.

There are several challenges in the marketing of double degree programs:

- insufficient level of foreign language (in most of the cases English) skills among the prospective students;
- competition with the bigger, better known world universities in capital cities for the best students;
- independent marketing efforts among the partners, joint marketing strategy is not well established;

- unawareness of the living conditions and level of English skills among the population in a foreign country, particularly from the perspective of European students potentially coming to Russia.



**Figure 18. Marketing of double degree programmes**

The main limitation in promotion of the programmes is seen in the low English proficiency of potential students in Russia. Regardless the amount of efforts put into the advertising of a programme, it is impossible to recruit more students than the segment of those who can speak English at least at the intermediate level. However, it does not mean that there should be less advertising efforts, it rather means that opportunities of double degree programmes should be marketed more to the Bachelor's students starting from the second or third year at the university. Students would have more time for improving their language skills. Extended and more intensive language courses should be offered during the first year of double degree Master's programmes. More detailed solutions to this problem are suggested at the section 4.6 of this report.

Another challenge is seen in the increasing competition for the best students in the global education market. It relates to both Russian and European universities. The market of double degree programmes in Russia grows with accelerating speed; Russian universities have more double degree programmes with European universities. In order to look more beneficial against the background of universities located in London, Paris, Moscow, Saint Petersburg or other popular destinations, less known universities in smaller cities need to promote and state

clearer their advantages, such as the quality of education, and increase their visibility and public awareness of the opportunities offered. The same solution can be applied to the challenge of attracting European students to study at Russian universities, especially those located in more remote Russian regions.

Cooperation with the international companies in the region could be a good competitive advantage for the double degree programmes. International companies operating in the region should be aware of the double degree programmes of local universities as they have an opportunity to influence the quality and competences of their future labour force. Russian, as well as European students, would be interested in an experience of doing some projects or traineeships for an MNC with the chance to be employed in the future. Thus, joint marketing efforts should also be directed to first, involve companies in the DD programmes, and second, market this cooperation to the prospective students.

Strengthening marketing efforts in collaboration with partner universities is one of the key solutions to accelerating the development of DD programs. Partners should agree on a joint marketing strategy, discuss and compile an annual marketing action plan. Promotion efforts should be reviewed annually, and at the end of each year, an analysis of the efficiency of the tools applied should be conducted. Marketing campaigns in each country should be adapted to the cultural specifics, goals and priorities of potential applicants, but cooperative execution of marketing efforts and participation in presentations and other promotion actions of the partner university is no less important.

#### **5.4 Quality management and development of double degree programs**

General methods for quality assurance in higher education that influence the university's double degree (DD) programmes can be classified into external and internal ones. External tools include national education standards for higher education programmes and external quality accreditations: the ones performed by the Ministry of Education authorities in accordance with the national policies as well as international accreditations performed authorized international bodies. Internal tools for quality assurance include various audit procedures at the institutional and programme level related to the admission and teaching practices, gathering student feedback, learning evaluation procedures, etc. Quality assurance in the cross-border educational programmes may be more challenging than the same processes for the regular university programmes and it is essential to develop and agree on joint actions with the DD programme partners.

In order to ensure continuous development of double degree programmes, universities establish regular mechanisms for systematic collection and analysis of students' feedback on courses, teaching methods, employers' feedback by involving them in university councils and as corporate partners of the programmes; following and responding to the trends in the world. Development of the programme is based on initiatives of the programme's management. Yet

no documented mechanisms and procedures for the development have been created. Decisions on changing or developing the programme are based on professional expertise of organizers and joint decision making.

Partner universities independently use quality policies common for all programmes at the university. None of the observed programmes have joint quality policies. Quality management systems are mainly based on student feedback questionnaires answered upon completion of each course. For example, at SUSU, once a semester, when two thirds of a course is completed, students fill in questionnaires on their satisfaction with the quality of the course, the programme in general, knowledge acquired and own progress. Based on the results, conclusions concerning the quality of the programme, work with students, organization, courses and lecturers, are made. In the GMIT programme, in addition to questionnaires, meetings with students are organized for acquiring their feedback on studies, progress and challenges they face. Participants of the meetings are the academic director, the coordinator, professors teaching the programme and students. Internal DD quality policies are mainly constructed on student feedback acquisition.

Double degree programme partners agree on student admission modalities. Admission requirements to a programme at home university may differ from those of another partner, and enrolment in the home degree programme does not guarantee enrolment in the double degree programme as well as some extra requirements agreed by the partners need to be fulfilled. The requirements may be unified for students from both universities, or the students applying for a double degree need to meet the requirements set by a partner university. Typically, by the end of the first year students should submit an English language certificate with a certain level of language skills, motivation and recommendation letters, GMAT or GRE certificate (at MSIS programme, LUT and programme with Humboldt University, UrFU). Partner universities usually conduct interviews with potential students in order to evaluate their motivation, research interests and language skills.

For assuring the quality of the programmes, universities have Academic Council, Educational and Methodological Council and separate Academic Council and Methodological Council for Master programmes. For instance, Ural Federal University (UrFU) annually holds the Methodological Council for Master's degree programmes, where all Master programmes including double degree programmes are sequentially discussed with professors and representatives of university's business corporate partners.

Feedback from the labour market is an essential part of the quality management system. Business representatives participate in the Councils at the general university level. Cooperation with business at the programme level most probably would have a bigger impact on the increase of the programme quality and the professional competences of the graduates. The observed universities work on this issue and develop closer collaboration with the industry. For example, the corporate partner of the International Management (IM)

programme of Ural Federal University (UrFU) is Auchan – an international retail company headquartered in France and operating in Russia. Lappeenranta University of Technology develops International Talent Partnership Program<sup>1</sup>. These forms of cooperation are intended to increase employment of the graduates and facilitate following the current trends and needs from the market for quality assurance.

At UrFU, International Management programme, at the end of each academic year coordinators from both sides make a report on the cooperation during the scholar year as a result of the evaluation meeting which follows the Master's thesis defences and the final jury. A copy of the report is sent to the IAE International Relations office. The report includes the remarks of the students at UrFU. It indicates the points subject to negotiations to establish the renewal of the Memorandum of Understanding.

The success of the programme is evaluated based on quantitative and qualitative indicators. Among quantitative indicators, the graduation rate is one of the main success factors. Qualitative criteria include studies of where graduates work and their career and salary analysis. Qualitative criteria and methods for their collection are still under development. Most of the programmes have a few generations of alumni who have graduated recently; hence success assessments can only be preliminary.

As most of the programmes have functioned for a relatively short period of time, they are periodically reviewed and developed, and the course package is extended. Some programmes concentrate on the strengthening of current cooperation and extension of the programmes with the current partner. Some programmes at LUT are extending their partner network.

## **5.5 Traineeship and employment after graduation**

The success of an educational programme is often characterized by the quality of employment of the programme's graduates. This information can be obtained from the studies of where graduates work, amount of time spent looking for jobs, income, career analyses, etc. Therefore, some actions should be planned by partner institutions for ensuring students' employment after graduation. Common ways for it are embedding internships into the study curriculum, consulting projects and case studies based on real problems of companies as part of the courses.

Russian educational standards include compulsory internship for students of higher education programmes. As a part of Russian programme Master's students undergo an internship which comprises teaching (assistance to professors in preparation to seminars, lectures, etc.), business (internship in a company) and a research internship (preparation of Master's thesis and participation in scientific conferences). The company for the business internship can be found by students independently or with the help of the Russian university (internship at the

---

<sup>1</sup> <http://www.lut.fi/web/en/cooperation-and-services/recruitment-services/lut-international-talent-partnership-program>



university's corporate partner company). In case of programmes of South Ural National Research University with Clark University, participants may undergo an internship in an US company in the field of the student's specialization as one of the optional courses. An American partner assists in finding a company. Credits for this course can be transferred as Business internship to the Russian part of the programme. Some European partners of double degree programs do not require an internship and do not include it on the list of completed courses on the Degree Certificate.

At LUT as well as at other Finnish universities, students mainly do their Master's thesis research on the demand of companies or other organizations. After the preparation of the Master's thesis for a company, students often find employment there. It is a student's responsibility to find a work placement as a trainee or a Master's thesis writer. Nonetheless, students can request that professors help in the search by using their contacts in the industry.

Many students at UrFU and SUSU work in parallel to their studies. Often they complete course assignments and projects based on the companies where they work. Therefore, those students do not have problems with finding a place for internships and employment.

At the programme level, career services to graduates are normally not provided. Career services are developed at the university level and offered to all university graduates. LUT School of Business created a student CV bank for companies that facilitates the process of matching the companies' needs with students. The double degree programme in International Management (UrFU and Lille University) has signed an agreement with the France-based multinational company (MNC) Auchan, which becomes a corporate partner of the double degree programme and in future may employ the graduates. With a few exceptions, the partner universities within the double degree programmes use career services which are common for the whole university.

Mechanisms for acquiring and storing the data on alumni employment function at the general university level as do other alumni services. Normally, statistics on alumni are not collected by the coordinators of DD programmes. In some cases, the quantity of alumni allows gathering this kind of information at the personal level by communicating with the graduates. Social and professional Internet networks, such as Facebook and Linked-in, are the source of information which are gaining popularity for following and keeping in touch with the graduates. Each partner university gathers the statistical data independently based on the general university practices. However, some DDP organizers admit that in future, mechanisms for collecting data on DDP alumni employment might be developed.

Measures for ensuring employment after graduation can be a source of competitive advantage for double degree programs. Expansion of intensive collaboration with the industry is seen as an important strategic direction for further programme development by many programme directors. In order to achieve this goal, actions, such as the extension of the business internship and the attraction of international companies as programme's corporate partners can be planned for both long-term and short-term perspectives. Studies and Master's thesis

could be more applied and form a part of a consulting project for a company. Thereby, students will have real life business experience by the moment of graduation, which will increase their attractiveness in the labour market.

## **5.6 Challenges in organization and implementation of double degree programs**

Following the intention to summarize the best practices and to identify further development points for double degree programmes in European and Russian universities, this chapter is devoted to the challenges in the organization and implementation of double degree programs in the reviewed fields. The most common challenges are presented in Table 11. The structure of this chapter and the summarizing table is built in a way that the data collected during the project is analysed and classified into three parts: challenges, reasons for their existence and recommendations for solving these problems based on the best practices revealed in the research.

Although all observed programmes are working and functioning well, there is still room for improvement in each programme. Overcoming challenges the mentioned below will benefit both partnering institutions and students. Improved programmes will attract more students, diminish unexpected situations, and facilitate the implementation of programmes in general. For participants of the programmes, recommended actions will decrease the extra workload and improve the quality of education and their competitiveness in future.

Most of the mentioned challenges correlate to each other. Challenges in marketing, low English proficiency among students and professors and limited financial resources of students impact the organization of two-way academic mobility. Low English proficiency among students and professors is an obstacle for the development of the programmes and causes several other challenges:

- 1) Challenges in promotion of the programme – the number of applications is limited to those who can speak English;
- 2) Inability to write one Master's thesis;
- 3) Challenges in organization of two-way mobility.

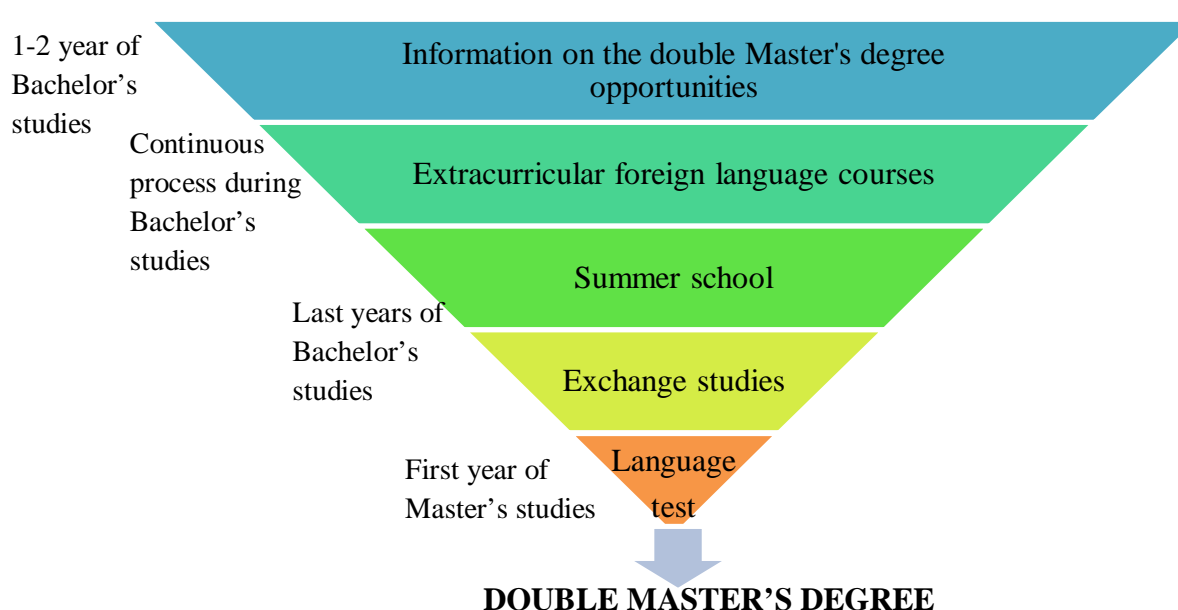
In order to improve the level of English, or other foreign language, universities include extended training in the English language into the first year of Master's studies, start the promotion of double degree programmes earlier at the bachelor's level and set a certain level of English proficiency as an admission requirement. English courses should also be organized for teaching staff. One of the universities in Russia is planning to introduce an English language certificate as a standard requirement for all professors.

**Table 11. Challenges in the double degree programme (DDP) organization**

Challenge	Reason	Solutions from project findings
<b>1) agreeing on one integrated curriculum</b>	inflexible Russian educational standards in terms of core studies	<ul style="list-style-type: none"> <li>- Studies at partner university are included in elective and optional part of the home university programme</li> <li>- Individual study plans for students of DD programmes</li> <li>- Mutual interest of the partners</li> <li>- Persons in charge with high motivation to find mutually beneficial solutions for both the partners and the students</li> <li>-Employing a person mostly for double degree programmes coordination</li> </ul>
	credit transfer	
	lack of legislative base for double degree programmes	Initiate amendments related to international programmes to the legislative acts on education
<b>2) preparation of two Master's theses</b>	differences in criteria and requirements for Master's theses	Mutual interest of partners to agree on detailed requirements for joint Master's thesis
	language of Master's thesis	Increase English proficiency of Russian professors
<b>3) agreeing for one topic for Master's thesis</b>	supervisors do not communicate with each other	<ul style="list-style-type: none"> <li>Agreement that students should write one Master's thesis</li> <li>Organization of joint seminars</li> </ul>
	conflict of interests	
	divergence in purposes of final projects and requirements to content	
<b>4) problems in arrangement of two-way academic mobility</b>	scarce amount of courses in English at Russian universities	Determination at the university level importance and strategy for internationalization
	quality of living in Russian student dormitories	<ul style="list-style-type: none"> <li>Development of courses in English, development of educational and methodological framework for expanding the range of programs in foreign languages</li> <li>Provision of good living conditions for international students</li> <li>Support (information, practical) and tutoring for international students</li> <li>Offer of internships in companies operating in Russia</li> </ul>

<b>Table 11. Continuation</b>		
<b>Challenge</b>	<b>Reason</b>	<b>Solutions from project findings</b>
<b>- Nostrification</b>	according to Russian requirements, recognized Bachelor's studies should last 4 years (240 ECTS), while in Europe students get Bachelor's degree after 3 years of studying (180 ECTS)	Students submit their Master's degree diplomas after graduation from European university
	long period of application processing (6-8 months)	Apply for nostrification early in advance to Russian authorities (at the beginning of the first year of Master programme)
<b>5) Marketing challenges</b>	competition with bigger universities in capital cities	Strengthening marketing efforts programs in collaboration with partner universities
	no agreed marketing strategy	
<b>6) Low English proficiency among students and professors</b>		<p>Start of promotion of double degree programmes earlier at the bachelor level</p> <p>Offer of extra foreign language courses at the Bachelor's level</p> <p>Introduction of extended course of English language during the first year of studies</p> <p>Admission requirement for certain level of English proficiency.</p> <p>English courses for teaching staff</p> <p>Certification of English language competence of teaching staff</p>
<b>7) limited financial resources of students</b>		Collaboration with funding organizations for academic mobility grants
<b>8) multicultural challenges</b>		Clearer and more detailed documented rules in the agreement
<b>9) no common quality policy</b>		<p>Agreement on common quality policy for the DD programme and tools for assuring quality</p> <p>Development of regular mechanisms for systematic collection of students' and employers' feedback</p> <p>trends in the world</p>

One of the solutions for the improvement of students' language proficiency was discussed during the project workshop in June 2013 (Figure 19). The idea was to increase student awareness about double Master's degree opportunities and gradually increase potential students' language skills. The preparation process starts when organizers of a joint degree inform the second-year university students (at the Bachelor's level) and their parents about double degree programmes and the necessity of foreign language skills. Interested students are offered the opportunity to attend extra foreign language courses. In the end of the Bachelor's studies, when language skills are good enough, students may go to the partner university's summer school, and / or an exchange period to practice language skills by taking some courses and becoming acquainted with the partner university. It is quite natural that the number of potential students may diminish several times throughout the process. The suggested model ensures the demand for the joint programmes.



**Figure 19. Model for foreign language skill improvement**

A solution for most of the challenges, especially for those related to building of joint curriculum, depends strongly on the human factor, the mutual interest of the partners, the goals of each party and the eagerness to find mutually beneficial solutions both for partners and for students as well as the readiness of a university to employ a person mostly for double degree programmes' coordination. Educational standards and requirements in Russia, as well as in some other European countries, are quite inflexible; thereby partners should take into account and be respectful of each other's specific situations. Normally, studies at a partner university are included in the optional part of the home university programme and an individual study plan for students of DD programmes is developed. This type of work requires time and dedication of the personnel to the double degree programme development.

The outlined challenges and recommendations can be considered development points for current double degree programme practitioners and as areas requiring particular attention during the planning and launching stages of new double degree programmes.

## **6. Conclusions and recommendations**

The results of the research show the convergence of Finnish and Russian vision on Double Degree programmes. The development of joint programmes is important for the universities in both countries. Finnish perspectives on motivating factors are based on incentives from the Ministry of Education and Culture, the university strategy and the demand from the job market. These factors are also mentioned by Russian universities. Social (personal interests, popular destinations), academic (extension of course package, increase in education quality), reputational and marketing issues are very important for Russian universities. Finnish and Russian Ministries of Education encourage universities to develop international activity, and the implementation of double degree programs is a suitable and reliable way to have strong cooperation links with foreign universities that could be a starting point for further joint research projects.

### ***Personal interest and commitment of organizers of double degree programmes***

Practice shows that the best results in cooperation can be achieved when organizers of DD programmes are personally interested and motivated to develop the programme. Combination of the interests of several public institutions from different countries is a huge task complicated by a set of requirements on institutional and governmental levels. Mutual personal interest and persons in charge who are able to invest most of their working time in the coordination of joint programmes are the key success factors in DDP development.

### ***Comprehensive agreement between partners on different aspects and practicalities of a double degree programme implementation***

Personal dedication of the administrators is particularly important in double degree programme implementation. Building of joint curriculum requires thorough scrutiny of the study programmes at both universities and a combination of different national standards which are sometimes especially inflexible in Russia. Core studies of the partner university can be embedded into the elective part of the home university programme. For double degree students, personal study plans should be created (as opposite to the group study plans in Russia). Another area for development is Master's thesis preparation procedures. Due to certain reasons mentioned above in this paper, students often write two Master's theses that may vary in terms of language, content or formalities. In addition to the improvement of language skills of the professors supervising the final projects, there should be joint supervision of the theses in the form of organizing Master's thesis seminars where students could present their preliminary results to supervisors from both sides simultaneously.

### ***More promotion of two-way student mobility***

Two-way academic mobility of students can be stimulated by intensifying promotion actions, increasing awareness among students and their parents of the opportunities at a partner university. The recognition procedure for previous education calls for interaction with the state authorities for further development of legislation in this field, but at the institutional level, they should be planned well in advance.

### ***Improving foreign language skills of students as well as administrative and teaching staff***

Foreign language skills are essential in cross-border cooperation. Partners should have one common working language in order to be able to reach a mutual understanding and communicate without obstacles. In EU-Russia collaboration, working language is English in most of the cases. Language skills are as important for the programme administrators as for the students and teaching staff in the partnering institutions. During the negotiations, interpretation services can be used, while for the functioning of a programme, the end customers – students – should possess language skills at a sufficiently high level. The third cornerstone for a successful double degree programme is the foreign language proficiency of the teaching staff which should be able to deliver courses in English (or in another foreign language) for double degree students from the partner university. Proficiency and ability to communicate freely in a foreign language is a basic condition for internationalization processes.

Even though language skills are just an instrument of communication for delivering the educational products, they are the greatest obstacle for developing double degree collaboration with Russian universities. The educational system, academic content and students' and professors' knowledge are strong in Russia, but the expertise cannot be freely spread and interchanged due to communication problems. Many revealed challenges are related to the lack of English skills among students and teachers to a considerable extent: Master's thesis preparation, two-way mobility, marketing, etc. Therefore, one of the main areas of development is seen in improving the foreign language proficiency of students and administrative and teaching staff.

### ***Development of joint strategy and actions in marketing and quality assurance***

The analysis of the challenges along priority areas for development revealed the need for closer cooperation between partners and for the elaboration of joint strategy and actions in marketing and quality assurance. Currently DDP partners mostly promote double degree programmes independently to their own target audiences and use general university quality policy. Best practices in marketing of double degree programmes prove that involvement of the partners and students in presentations and other promotion actions increases the number of applicants. Development of a joint quality policy and quality management system would benefit students and increase competitiveness of the programmes in the global market. Encouragement for international accreditation of double degree programmes from national authorities in the field of education, for example, might contribute to increasing the quality and attractiveness of double degree programmes. Planning, coordination, implementation and improvement of the double degree programmes should be done together with the partners.

### ***Involvement of international companies***

Involving international companies in double degree programmes as corporate partners is a prospective field for development. Companies may finance tuition fee or language courses for the professionals they are interested in, provide tasks for student consulting projects and Master's theses as well as internship placements. Business representatives may act as council

members for double degree programme development by commenting on what kinds of competences are needed in the companies. Participation of business in double degree programmes would benefit both the programme partners and the companies and would be a source of competitive advantage for them all.





## References

Academic Cooperation Association (2005). Perceptions of European Higher Education in third countries. Country Report Russia. Available at: [<http://ec.europa.eu/education/erasmus-mundus/doc/studies/russia.pdf>]

Esyutina, M., Fearon, C., and Leatherbarrow, N. (2013). The Bologna process in higher education: an exploratory case study in a Russian context. *Quality Assurance in Education*, 21(2), 3-3.

Expert RA (2013). Ranking of Russian HEIs 2013. Available at: [<http://www.raexpert.ru/rankings/vuz/>]

Federal portal Russian education (2013). Official web site. Available at: [<http://www.edu.ru/>]

Finland (2012). National Report regarding the Bologna Process implementation 2009-2012. Available at: [<http://www.ehea.info/Uploads/National%20reports/Finland.pdf>]

Finnish Higher Education Evaluation Council (FINHEEC) (2013). Official website. Available at: [<http://www.finheec.fi/en>]

Finnish Ministry of Education and Culture (2013). Official web site. Education. Available at: [<http://www.minedu.fi/OPM/Koulutus/?lang=en>]

Gorbashko, E. (2013). Best Practices of Double Degree Program Cooperation: Experience of Saint-Petersburg State University of Economics. In: *BRIDGE 2013 (Best Practices in EU-Russia University Collaboration)*. 4 - 5 June, 2013. Lappeenranta, Finland.

Government of the Russian Federation (2006). Постановление от 14 февраля 2006 г. N 89 О мерах государственной поддержки образовательных учреждений, внедряющих инновационные образовательные программы. Freely translated into English: Government Decree of February 14, 2006 N 89 On state support of educational institutions, introducing innovative educational programs

Government of the Russian Federation (2013a). Постановление Правительства России от 16 марта 2013 г. № 211 "О мерах государственной поддержки ведущих университетов Российской Федерации в целях повышения их конкурентоспособности среди ведущих мировых научно-образовательных центров". Freely translated into English: Government Decree of March 16, 2013 N 211 On measures of state support of the leading universities of the Russian Federation in order to increase their competitiveness among the world's leading research and education centers

Government of the Russian Federation (2013b). Постановление Правительства РФ от 5 августа 2013 г. N 662 "Об осуществлении мониторинга системы образования". Freely translated into English: Government Decree of August 5, 2013 N 662 "On the implementation of the monitoring of education system"

Government of the Russian Federation 2013c. Постановление Правительства РФ от 05.08.2013 N 660 "О порядке включения иностранных образовательных организаций в перечень иностранных образовательных организаций, которые выдают документы об образовании и (или) квалификации, признаваемых в Российской Федерации". Freely translated into English: Government Decree of August 5, 2013 N660 "On the order of inclusion of foreign educational institutions in the list of foreign educational institutions which issue certificates of education and (or) qualifications recognized in the Russian Federation"

Livanov D. (2013a). О поддержке образовательных организаций высшего образования, играющих ключевую роль в социально-экономическом развитии регионов. Freely translated into English: On support of education organizations of higher education playing key role in socio-economic development of the regions. Available at: [минобрнауки.рф/пресс-центр/3568/файл/2405/13.08.21-Правительство-Ливанов-Вузы\_Регионы.pdf]

Livanov D. (2013b) О ходе реализации мер государственной поддержки ведущих университетов Российской Федерации в целях повышения их конкурентоспособности среди ведущих мировых научно-образовательных центров «Проект «5/100». Freely translated into English: On implementation of actions for state support of Russian leading universities with the purpose to increase their competitiveness among the leading world research and education centers "Project 5/100". Available online at [минобрнауки.рф/пресс-центр/3569/файл/2407/13.08.21-Правительство-Ливанов-Вузы\_5-100.pdf]

Ministry of Education and Science of the Russian Federation (2013a). Official website. Available at: [http://минобрнауки.рф/]

Russian Ministry of Education and Science (2013b) Support of the leading Russian higher education institutions. Available at: [http://минобрнауки.рф/проекты/ведущие-вузы]

Ministry of Education and Science of the Russian Federation (2013c). Indicators of monitoring of federal state HEIs and their branches' activities. Available at: [http://минобрнауки.рф/новости/2932]

The Ministry of Education and Science of the Russian Federation (2013d) Federal State Education Standard of higher professional Education in Management. Available at: [http://www.edu.ru/db-mon/mo/Data/d\_09/prm636-1.pdf]

National Ranking of Universities (2013). Official website. Available at: [http://www.univer-rating.ru/]

National Training Foundation (2013a). Bologna process in Russia. Available at: [http://www.bologna.ntf.ru/p34aa1.html]

National Training Foundation (2013b). Development and piloting of ranking methodology of professional education institutions. Available at [<http://ranking.ntf.ru/p107aa1.html>]

Nikonchuk, E. (2013). Russian Viewpoint to Internalization of Higher Education. In: *BRIDGE 2013 (Best Practices in EU-Russia University Collaboration)*. 4 - 5 June, 2013. Lappeenranta, Finland.

OECD (2012a). Education at a glance 2012: country notes - European Union. Available at: [<http://www.oecd.org/education/EAG2012%20-%20Country%20note%20-%20European%20Union.pdf>]

OECD (2012b). Education at a glance 2012: country notes - Russian Federation. Available at: [<http://www.oecd.org/education/EAG2012%20-%20Country%20note%20-%20Russian%20Federation.pdf>]

OECD (2012c). Education at a glance 2012: key facts - Finland. Available at: [<http://www.oecd.org/edu/EAG2012%20-%20Key%20Facts%20-%20Finland.pdf>]

OECD (2013). Education at a Glance 2013: OECD Indicators, OECD Publishing. Available at: [<http://dx.doi.org/10.1787/eag-2013-en>]

Russian Federation (2009), “Russian Federation national report on Bologna implementation 2007-2009”. Available at: [[http://www.ehea.info/Uploads/Documents/National\\_Report\\_Russia\\_2009.pdf](http://www.ehea.info/Uploads/Documents/National_Report_Russia_2009.pdf)]

Russian Federation (2012). Federal Law № 273-Φ3 “On Education in the Russian Federation”, 29.12.2012.

Sinyatkin, I., Mishin, A., and Karpukhina, E. (2010) Analysis Of Double Degree Programmes Between EU And Russian HEIs. Final report. The European Union’s ENPI Programme for Russia.

Telegina, G., & Schwengel, H. (2012). The Bologna Process: perspectives and implications for the Russian university. *European Journal of Education*, 47(1), 37-49.



## Appendix A. Russian leading universities and universities participating in the project “5/100”

**Table 1. List of the Russian leading universities** (Russian Ministry of Education and Science 2013b)

	University
<b>National Classic Universities:</b>	
1	Lomonosov Moscow State University
2	Saint Petersburg State University
<b>National Research Universities:</b>	
1	National Research Nuclear University "MePhI"
2	National Research Technological University MISIS
3	National Research University - Higher School of Economics
4	Kazan State Technical University of A.N.Tupolev
5	Moscow Aviation Institution (State Technical University)
6	Moscow State Technical University Of N.E.Bauman
7	Moscow Institute Of Physics And Technology (State University)
8	Nizhni Novgorod State University Of N.I.Lobachevsky
9	Novosibirsk State University
10	Perm State Technical University
11	Samara State Aerospace University Of Academic S.P.Korolev
12	Saint-Petersburg State Mining Institute Of G.V.Plekhanov (Technical University)
13	Saint-Petersburg State University Of Information Technologies, Mechanics And Optics
14	Tomsk Polytechnic University
15	Belgorod State University

16	Irkutsk State Technical University
17	Kazan State Technological University
18	Mordovian State University Of N.P.Ogarev
19	Moscow State Institute Of Electronic Technology
20	Moscow State University Of Civil Engineering (MGSU)
21	Moscow Power Engineering Institute (Technical University)
22	Perm State University
23	Russian State Medical University Of The Federal Agency Of Public Health And Social Development
24	Russian State University Of Oil And Gas Of I.M.Gubkin
25	Saint-Petersburg State Polytechnic University
26	Saratov State University Of N.G.Chernyshevsky
27	Tomsk State University
28	Institution Of The Russian Academy Of Sciences - Saint-Petersburg Academic University - Scientific-Educational Center Of Nanotechnologies Of The RAS
29	South Ural State University
<b>Federal Universities:</b>	
1	Far Eastern Federal University
2	Kazan (Volga ) Federal University
3	Ural Federal University named after the first President of Russia Boris Yeltsin
4	Siberian Federal University
5	Southern Federal University
6	Northern (Arctic) Federal University
7	Immanuel Kant Baltic Federal University
8	North Caucasian Federal University
9	North-Eastern Federal University

**Table 2. List of HEIs qualified for a grant for the implementation of the action plan to improve the international competitiveness of the leading universities of the Russian Federation among the world's leading research and education centers (Russian Ministry of Education and Science 2013b)**

Kazan (Volga ) Federal University
National Research Moscow Institute of Physics and Technology ( State University)
National Research Technological University " MISIS "
National Research Tomsk State University
National Research Tomsk Polytechnic University
National Research University "Higher School of Economics "
National Research Nuclear University "MePhI"
Nizhny Novgorod State University n.a. N.I. Lobachevsky (National Research University)
St. Petersburg State Polytechnic University (National Research University)
St. Petersburg National Research University of Information Technologies, Mechanics and Optics
Ural Federal University named after the first President of Russia Boris Yeltsin
Novosibirsk National Research State University



## Appendix B. Rankings of Russian universities

**Table 1. Russian rankings of universities**

Ranking	Organizer	Criteria	Evaluated HEIs	Web site	Data analysed	Top 3 HEIs
<b>Ranking of Russian HEIs</b>	Rating agency Expert RA	Quality of Education; Employability; Research Activity	N/A, 4000 respondents	<a href="http://www.raexpert.ru/rankings/vuz/">http://www.raexpert.ru/rankings/vuz/</a>	statistics data; surveys among employers, representatives of the academic and scientific communities, students and alumni	Lomonosov MSU; National research university MIPT; Bauman Moscow National Research State Technical University
<b>National ranking of universities</b>	Information Agency Interfax	1) education; 2) research; 3) socialization; 4) internationalization; 5) brand; 6) innovation and entrepreneurship	165	<a href="http://www.univer-rating.ru">http://www.univer-rating.ru</a>	statistics data; sociologic and expert surveys	Lomonosov MSU; StPSU; National Research Nuclear University "MePhI"
<b>Quality of admission to public HEIs</b>	National Research University Higher School of Economics jointly with RIA Novosti	Average Unified State Examination of admitted students 2011	507	<a href="http://ria.ru/ratings_academy/">http://ria.ru/ratings_academy/</a>	Unified State Examination results	Moscow State Institute of International Relations; Moscow Institute of Physics and Technology; Russian Academy of Justice
Student ranking of HEIs	Educational portal Vseved	Correspondence of educational program to the needs of students, Career services, Study workload, Facilities, etc.	430	<a href="http://www.ed.vseved.ru/higher-school-russia/rating-russia.html">http://www.ed.vseved.ru/higher-school-russia/rating-russia.html</a>	Anonymous survey among students	Moscow Institute of International Trade and Law; Moscow State Institute of International Relations; NRU Higher School of Economics

**Table 2. Ranking of Russian HEIs 2013, Top 20 universities (Expert RA 2013)**

<b>Rank</b>	<b>University</b>	<b>Overall Score</b>
<b>1</b>	Lomonosov Moscow State University	4,7727
<b>2</b>	National research university MIPT	4,1656
<b>3</b>	Moscow State Technical University named after Bauman	4,1615
<b>4</b>	St. Petersburg State University	4,0563
<b>5</b>	National Research Nuclear University "MePhI"	3,8797
<b>6</b>	National Research University Higher School of Economics	3,8727
<b>7</b>	Tomsk National Research Polytechnic University	3,8507
<b>8</b>	Novosibirsk National Research State University	3,8213
<b>9</b>	St. Petersburg National Research Polytechnic University	3,775
<b>10</b>	Moscow Power Engineering Institute (National Research University)	3,6847
<b>11</b>	Moscow State Institute of International Relations (University) (MFA of Russia)	3,6336
<b>12</b>	Financial University under the Government of the Russian Federation	3,3814
<b>13</b>	Russian Academy of National Economy and Public Administration under the President of the Russian Federation	3,3578
<b>14</b>	National Research Tomsk State University	3,3456
<b>15</b>	Ural Federal University named after the first President of Russia Boris Yeltsin	3,3098
<b>16</b>	Siberian Federal University	3,2844
<b>17</b>	Russian National Research University of Oil and Gas named after Gubkin	3,2692
<b>18</b>	Kazan (Volga) Federal University	3,2496
<b>19</b>	National Research Technological University MISIS	3,2175
<b>20</b>	Novosibirsk State Technical University	3,1204

**Table 3. National Ranking of Universities 2012/2013, top 22 universities (National Ranking of Universities 2013)**

<b>Rank</b>	<b>University</b>	<b>Overall Score</b>
<b>1</b>	Lomonosov Moscow State University	100
<b>2</b>	St. Petersburg State University	78
<b>3</b>	National Research Nuclear University "MePhI"	75
<b>4 - 6</b>	Russian University of Peoples' Friendship	72
	National research university MIPT	72
	Moscow State Technical University named after Bauman	72
<b>7</b>	Novosibirsk National Research State University	68
<b>8</b>	Tomsk National Research State University	66
<b>9</b>	Tomsk National Research Polytechnic University	63
<b>10 - 11</b>	Ural Federal University named after the first President of Russia Boris Yeltsin	62
	St. Petersburg National Research Polytechnic University	62
<b>12 - 14</b>	Southern Federal University	61
	Siberian Federal University	61
	National Research Technological University MISIS	61
<b>15 - 16</b>	Kazan (Volga) Federal University	60
	Kazan National Research Technological University	60
<b>17</b>	National Research University Higher School of Economics	59
<b>18 - 22</b>	Saratov National Research University named after N.G. Chernyshevsky	57
	Nizhny Novgorod National Research University named after N.I. Lobachevsky	57
	St. Petersburg National Research University of Information Technologies, Mechanics and Optics	57
	Russian National Research University of Oil and Gas named after Gubkin	57
	Moscow State University of Railway Engineering	57

## **Appendix C. Questionnaire for interviews**

### **Best practices of Russian and European double degree programmes**

At first, would you kindly describe your current role in double degree programmes organization?

#### **1 Starting new double degree (DD) programme**

1.1 What were the motivating factors for starting a new joint program?

1.2 How the relationships with partner universities were built? Which were the most important moments of success and the biggest challenges in the negotiating stage? Why? How were they solved?

1.3 How was the joint curriculum built and how were curricula compared/evaluated?

- What are the extents to which the programme is based on existing courses and on new courses specifically designed for the programme?
- What were the differences in the degree structures, requirements and standards?
- How were student assessment criteria, grading scales and other requirements and standards in Russian and European universities combined?
- How the courses are compensated at students' home university (e.g. system of credit transfer, need to pass courses at home university during studies abroad) and how the degree is awarded?
- What is the scope, tutoring and assessment of a thesis/final project?
- Could you please give examples of challenges and moments of success in building joint curriculum, courses compensation and degree awarding? How were the challenges solved?

1.4 What kind of contribution (e.g. financial or other resources) the DD programme is requiring from you? How about other members? How the programmes are funded?

1.5 Would you like to tell something else regarding the experience of starting new DD programme?

#### **2 Existing programme management and coordination**

2.1 How is the programme "governed" and coordinated? How the decisions are made? Who participates in decision-making (what titles)? What personnel resources are required?

2.2 What is the extent to which the degree may or must include studies abroad and their timing and workload/ECTS as part of the programme?

2.3 What constitutes studies at a partner university (distance learning, jointly organised intensive courses or similar, a jointly supervised final project, etc.)?

2.4 How do universities support students in the mobility organization (documentation, funding, visa and residence permit issues for students)?

2.5 What is the actual percentage of incoming and outgoing students within DD programme? What are the reasons of imbalance (if it exists)? How do you solve it?

2.6 In case there is a need for official diploma recognition procedures (such as nostrification) for foreign students, does the university assist students in it? What are the challenges in nostrification? Do all foreign students get the diploma in Russia?

2.7 What challenges do you face in organization of students' mobility and, in particular, two-way mobility? Why? Could you give examples? How do you solve them?

2.8 How the monitoring and control of students' progress is organized? What measures are planned and taken to remedy high dropout rates, unsatisfactory average grades?

2.9 Does the joint programme have a quality policy and a quality management system (e.g., record of study data, feedback and follow-up mechanisms for the development of study plans, student admission modalities, evaluation of teaching, feedback from the labour market)?

2.10 How to ensure students' employment after graduation? (internship/work placement included in the programme, careers service, etc) What can be developed in future?

2.11 Is there an evaluation of the success of the joint degree programme? (e.g., graduation rate, studies of where graduates work, amount of time spent looking for jobs, income, career analyses) Did you conduct any benchmarking of joint degree programmes?

2.12 What have been the critical challenges and moments of success in the DD programme implementation? Why? Could you please give examples? How do you solve challenges?

2.13 Is there something else you would like to tell about the programme management and coordination?

2.14 Which would be the most important advice that you would like to give to your colleagues starting up and implementing a DD programme based on your experiences?

### **3 Future development and expansion of DD programmes**

3.1 Are you intended to extend the network of partner universities? Why? Why not? How?

3.2 How the program is marketed? (to partners, partner universities' students, to "open" market)

3.3 How the development of existing joint programmes is organized? How often programme structure, curricula and topicality are reviewed? Are there any standardized mechanisms for review and evaluation of the programme?

3.4 What are the most critical challenges in the joint programme development?

3.5 What are the main outcomes achieved so far and what benefits do you get from DD programmes? What level of demand is demonstrated through student applications and the labour market?

3.6 Is there something else you would like to tell about DD programme development?

***Thank you!***

## Appendix D. General information on double degree programs

**Table 1. General information on double degree programs**

University	South Ural National Research University (SUSU), Russia	Ural Federal University (UrFU), Russia		Lappeenranta University of Technology (LUT), Finland	
Title of the DD programme (s)	1. Master of Science in Professional Communication a. Marketing Communication b. Human Resource Management 2. Master of Science in Information Technology	“International Management” (UrFU) and “International Business” (Master 2 COMEX - Commerce international, IAE Lille) and	"International Economics" (UrFU) and “Master in Economics and Management Science” (Humboldt University)	Global Management of Innovation and Technology	Master in Strategy, Innovation and Sustainability
Partner university (s)	Clark University, USA	University of Lille 1, France	Humboldt University of Berlin, Germany	State University of Management Moscow State University of Railway Engineering St. Petersburg State Polytechnical University St. Petersburg State University of Economics South Ural National Research University Bauman Moscow State Technical University	St. Petersburg State University, Graduate School of Management (GSOM) Plekhanov Russian University of Economics (PRUE) Ural Federal University (UrFU)
Year of establishment	2010	2010	2010	2010	2007
Average quantity of students per year, per programme	10-12	8-10	1	10-15	Maximum of 20
Language of the programme	Russian, English	Russian, English	Russian, English	Russian, English	English/ Russian, English
Duration of the programme	2,5 years (2,5 years for Russian degree; Less than 2 years for US degree)	2 years	2,5 years (2 years for Russian degree; App. 2,5 years for German degree)	2 years	2 years
Awarded degree certificates	2 national Master's degree certificates	2 national Master's degree certificates	2 national Master's degree certificates	2 national Master's degree certificates	2 national Master's degree certificates

## Appendix E. Summary of project findings

**Table 1. Summary of project findings**

University/ Indicator	South Ural National Research University (SUSU), Russia	Ural Federal University (UrFU), Russia		Lappeenranta University of Technology (LUT), Finland	
<b>Title of the DD programme (s)</b>	1. MSc in Professional Communication 2. MSc in Information Technology	“International Management”	"Theoretical and Experimental Economics”	Global Management of Innovation and Technology	Master in Strategy, Innovation and Sustainability
<b>Scope of the programme, credits</b>	120 ECTS in Russia	120 ECTS	120 ECTS	120 ECTS	120 ECTS
<b>Degree structure from European perspective</b>	120 ECTS in Russia	120 ECTS (60 ECTS from Russian university, 30 ECTS from partner university, joint Master's thesis)	120 ECTS (51 ECTS from Russian university, 51 ECTS from partner university, 18 ECTS joint Master's thesis)	120 ECTS (50 ECTS from Russian university, 70 ECTS from partner university, incl. 30 ECTS Master's thesis)	120 ECTS (60 ECTS from home university, 30 ECTS from partner university, 30 ECTS joint Master's thesis) / (50 ECTS from Russian university, 70 ECTS from partner university, incl. 30 ECTS Master's thesis)
<b>Joint curriculum</b>	Integrated, may cause extra workload for students	Integrated	Integrated, may cause extra workload for students	Agreed, may cause extra workload for students	Integrated/ Integrated, may cause extra workload for students
<b>Final project</b>	Two different papers in the same research area: USA: Group capstone in English Russia: Individual Master's thesis in Russian	Content-wise one Master's thesis, in English and Russian, Joint supervision of the final project	Two papers in the same research area in English and Russian	Content-wise one Master's thesis in English and Russian	Content-wise one Master's thesis  With GSOM and PRUE: in English,  With UrFU: in English and Russian
<b>Status of the student in partner university</b>	All students enrolled in both universities from the 1st year	Enrolled as a student for the 2 <sup>nd</sup> year	Enrolled as a student for the 2 <sup>nd</sup> year	Enrolled as a student for the 2 <sup>nd</sup> year	Enrolled as a student for the 2 <sup>nd</sup> year/ starting from the 1 <sup>st</sup> year
<b>Direction of academic mobility</b>	One way: Russia - USA	Teaching staff mobility to the Russian partner university	One way: Russia - Germany	One way: Russia - Finland	Two way, One way
<b>Duration of studies abroad</b>	1 - 2 American semesters	No	1 year	1 year	1-2 semesters
<b>Human resources needed</b>	Academic director and curators for each programme in both universities	Academic director from each party, Head of International Office	Russian side: Academic director, Head of International Office, Director	Academic director, academic vice- director, coordinator	Academic director and coordinator in each university



			of Master Studies German side: Academic coordinator, Head of International Office		
<b>Funding</b>	Tuition fee based	Tuition fee based / some government funded placements (only for the Russian part of the programme and provided by the Russian Ministry of Education).	Tuition fee based / some government funded placements (only for the Russian part of the programme and provided by the Russian Ministry of Education)	Tuition fee based / some government funded placements (only for the Russian part of the programme and provided by the Russian Ministry of Education)	Tuition fee based / some government funded placements (only for the Russian part of the programme and provided by the Russian Ministry of Education)
<b>Student payments to partner university</b>	Tuition fee for studying at partner university	No tuition fee to partner university. Registration fee	No tuition fee to partner university	Tuition fee to partner university, opportunity to get a tuition fee scholarship	GSOM: no tuition fee to partner university; PRUE, UrFU: tuition fee, opportunity to get a tuition fee scholarship
<b>Scholarship for studying at partner university</b>	No	No	Yes (provided by Humboldt University)	opportunity to get a tuition fee/ living expenses /full scholarship (provided by LUT)	GSOM: Yes (provided by GSOM) PRUE, UrFU: opportunity to get a tuition fee/ living expenses /full scholarship
<b>Marketing</b>	Student involvement Blogs Online marketing (university web site, social networks) Programme presentations at own university, onsite Involvement of partners	Programme presentations at own university Online marketing (university web site, social networks, city web sites) Educational exhibitions	Programme presentations at own university Online marketing (university web site, social networks, city web sites) Educational exhibitions	Programme presentations at partner university Online marketing (university web site, social networks, web sites on higher education) Educational exhibitions	Programme presentations at partner university Online marketing (university web site, social networks, web sites on higher education) Educational exhibitions Advertisement in Russian press
<b>Quality system</b>	University quality system Student feedback collection Agreed evaluation criteria Agreed teaching methods Admission modalities	University quality system Student feedback collection Academic councils with involvement of business representatives Annual report Admission modalities	University quality system Student feedback collection Academic councils with involvement of business representatives Admission modalities	University quality system Student feedback collection Admission modalities	University quality system Student feedback collection Admission modalities


ISBN 978-952-265-501-1

ISBN 978-952-265-502-8 (PDF)

ISSN-L 2243-3384

ISSN 2243-3384

Lappeenranta 2013

 LUT  
Lappeenranta  
University of Technology