



Erasmus Mundus Programme

Russia Higher Education Mapping

Project UNIQUE - University Quality Exchange

European
Higher
Education
Standards

Explanation/Description

Similar Higher
Education
Standards

Explanation/Description

In Country Russia

**Bologna
Declaration**

The **Bologna Declaration** (in full, “Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999”) is the main guiding document of the Bologna process. It was adopted by ministers of education of 29 European countries at their meeting in Bologna, Italy in 1999.

The Bologna Declaration has the following main goals:

- Competitiveness of the European system of Higher Education;
- Mobility and employability in the European Space.

To reach these goals, some objectives were defined:

- a system of comparable degrees, including the implementation of the Diploma Supplement;
- a system essentially based on two main cycles:
 - a first cycle relevant to the labour market;

Russia signed Bologna Declaration in 2003

- a second cycle requiring the completion of the first cycle;
- a system of accumulation and transfer of credits;
- the mobility of students, teachers, researchers, etc;
- the co-operation in quality assurance.

The declaration calls for intergovernmental co-operation and for the contribution of the institutions of higher education to the process. To achieve the main goals of the Bologna Declaration, changes are required. These include national reforms, but also implementation of the reforms at institutional level.

For more information please see:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/mdc/bologna_declaration1.pdf

Bologna Process

The **Bologna Process**, launched with the Bologna Declaration, of 1999, is one of the main processes at European level, as it is nowadays implemented in 47 states, which define the **European Higher Education Area (EHEA)**.

Members of the Bologna Process are the 47 countries, together with the European Commission, and the **consultative members**, namely the Council of Europe, UNESCO, EUA, ESU, EURASHE, ENQA, Education International and BUSINESSEUROPE * (For further information have a look in glossary).

The three overarching objectives of the Bologna

available

Since joining Bologna process Russian universities have been modernizing their educational programmes to meet Bologna standards. Three cycle system was gradually introduced and allocated by Federal Education Law. In some fields of study there are still offered courses within specialist degree programmes (5 years of studying, equal to master degree). Quality assurance unit is introduced in university structure.

process have been from the start: introduction of the three cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications and periods of study.

For more information please see:
<http://www.ehea.info/article-details.aspx?ArticleId=5>

European Higher Education Area

The European Higher Education Area (EHEA) was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference.

As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. Between 1999 - 2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, that became reality with the Budapest-Vienna Declaration of March, 2010.

For more information please see:
<http://www.ehea.info/>

At the St. Petersburg Summit in May 2003, the EU and Russia agreed to set up a “**Common Space of Research and Education, Including Cultural Aspects**” In 2005 there was signed the respective “Road Map”. In the area of research and development the objective was to enhance EU-Russia cooperation in mutually agreed priority fields and create favourable conditions, corresponding to the interests of both parties, aimed at structuring a knowledge-based society in the EU and Russia.

In the area of education the objective was to encourage integration and closer cooperation within the framework of the new **European Higher Education Area** in accordance with the main provisions of the Bologna Process, aiming in particular at:

- adopting comparable higher education degrees;
- adopting a two-tier “bachelor-master” and as soon as possible a three-tier “bachelor-master-doctorate” education system;
- introducing a credit system, aimed at practicing the European Credit Transfer System (ECTS) to check the volume of the taught subjects;
- promoting academic mobility;
- cooperating in the provision of learning quality;
- introducing integrated curricula at higher education institutions;

- promoting life-long learning;
- modifying the management of higher education institutions with a view to adapting students learning to labour market changes;
- increasing the attractiveness of the higher education systems in Russia and in the EU.

European Qualification Framework

The European Qualifications Framework for lifelong learning (EQF) provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems in Europe, and thus promote lifelong and life-wide learning, and the mobility of European citizens whether for studying or working abroad.

In order to make the EQF work, European countries participating in "Education and Training 2020" should relate their national qualifications levels to the appropriate levels of the EQF and to indicate in all new qualification certificates, diplomas and Europass documents the relevant EQF level.

The core of the EQF consists of eight reference levels describing what a learner knows, understands and is able to do – i.e. 'learning outcomes'. Levels of national qualifications will be based on one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that

There have been taken attempts to develop National Qualifications Framework of the Russian Federation (<http://cvets.ru/index.html>) corresponding the European Qualifications Framework for lifelong learning, recommended by the European Parliament. In particular, as in the European qualifications framework the Russian one includes descriptions of general competence, skills and knowledge that are revealed through appropriate indicators of professional activity: the breadth of responsibility, the complexity of the activities; research intensity.

In May 2013 realisation of **National Plan of Professional Standards Development** was launched. It is supposed to develop National system of competences and qualifications – new **Professional standards**.

At present system of education creates conditions for lifelong learning through main educational programmes and various additional education programmes, possibility to study simultaneously at several education programmes. The previous education experience and qualifications are taken to account while getting further or additional education.

people do not have to repeat their learning if they move to another country.

Descriptors defining levels in the European Qualifications Framework (EQF):

KNOWLEDGE: In the context of the EQF, knowledge is described as theoretical and/or factual.

SKILLS: In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

COMPETENCE: In the context of the EQF, competence is described in terms of responsibility and autonomy.

LEVEL 1

Learning outcomes relevant to Level 1:

- **KNOWLEDGE:** basic general knowledge
- **SKILLS:** basic skills required to carry out simple tasks
- **COMPETENCE:** work or study under direct supervision in a structured context

LEVEL 2

Learning outcomes relevant to Level 2:

- **KNOWLEDGE:** basic factual knowledge of a field of work or study
 - **SKILLS:** basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
 - **COMPETENCE:** work or study under supervision with some autonomy
-

All main educational programmes are developed according to **Federal Educational Standards** <http://fgosvo.ru/fgosvpo/7/6/1> that provide:

- 1) unity of RF educational area;
- 2) continuity of the main educational programs;
- 3) variability in the content of educational programs, the possibility to develop courses of various complexity and orientation on educational needs and abilities of students;
- 4) the level and quality of education guaranteed by government on the basis of the unity of mandatory requirements to main educational programs and learning results

The Federal Standard for a main educational program contains:

- a demanded period of studying
- the total workload of the educational program (in credits),
- the appropriate qualification (degree),
- characteristic of professional activities for appropriate level of education,
- learning outcomes, including the general cultural and professional competences,
- requirements to the educational programme structure.

LEVEL 3

Learning outcomes relevant to Level 3:

- **KNOWLEDGE:** knowledge of facts, principles, processes and general concepts in a field of work or study
- **SKILLS:** a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- **COMPETENCE:** take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

LEVEL 4

Learning outcomes relevant to Level 4:

- **KNOWLEDGE:** broad range of factual and theoretical knowledge in a field of work or study
- **SKILLS:** a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- **COMPETENCE:** exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

LEVEL 5

Learning outcomes relevant to Level 5:

- **KNOWLEDGE:** comprehensive, specialised,
-

factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

- **SKILLS:** a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- **COMPETENCE:** exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

LEVEL 6

Learning outcomes relevant to Level 6:

- **KNOWLEDGE:** advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- **SKILLS:** advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- **COMPETENCE:** manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- **BACHELOR level**

LEVEL 7

Learning outcomes relevant to Level 7:

- **KNOWLEDGE:** highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or
-

research; critical awareness of knowledge issues in a field and at the interface between different fields

- **SKILLS:** specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- **COMPETENCE:** manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- **MASTER level**

LEVEL 8

Learning outcomes relevant to Level 8:

- **KNOWLEDGE:** knowledge at the most advanced frontier of a field of work or study and at the interface between fields
 - **SKILLS:** the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
 - **COMPETENCE:** demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research
 - **DOCTORATE level**
-

For more information please see:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/news/EQF_EN.pdf

Learning Outcomes

Learning outcomes are skills, knowledge and competences which a student has obtained in a specific educational programme.
Learning Outcomes are usually described in a taxonomy which shows which skills and competences a student has obtained. It is most common in the EHEA to use a taxonomy introduced by Mr. BLOOM. According to Bloom's taxonomy, learning outcomes can be defined by using the following verbs: "know, understand, apply, use, reflect, analyse....". These verbs are always used in the context of what the student is able to do after the completion of the course.

For more information please see:
<https://lib.sandiego.edu/cas/documents/assessment/UsingBloomTaxonomyforLearningOutcomes.pdf>

In new RF Federal Educational Standards there is a concept of Requirements to **Learning outcomes** within main educational programmes that describe general cultural and professional competences developed through study process. As opposed to European Learning outcomes that are defined by using set of verbs Russian Standards describe them in substantial form by using nouns: knowledge, skill, ability, command, control...
<http://fgosvo.ru/>

Europass

Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe.

What is Europass for?

It helps citizens:

- make their skills and qualifications understood and recognised by employers, education and training;
- find a job or enrol in education or training;
- live and work anywhere in Europe.

n/a

Templates from Europass portfolio is used in case there is a requirement of European universities or employers while moving to Europe for academic or work purpose.

How does it work?

Two documents are directly completed and updated by citizens with the help of online examples and tutorials:

- the Curriculum vitae (CV) presents skills and qualifications acquired in formal and non-formal learning;
- the Language passport gives a detailed description of language skills.
-

Three documents are issued by national authorities:

- the Europass mobility is a record of knowledge and skills acquired during a placement or a training in another European country;
- the Certificate supplement describes the content of training programmes (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates;
- the Diploma supplement is issued to graduates of higher education. It describes the nature, level, context, content and status of the studies.

For more information please see:

<http://europass.cedefop.europa.eu/en/about>

Europass Mobility

Europass mobility is a document to record knowledge and skills acquired in another European country.

Examples:

- a work placement in a company;
- an academic term as part of an exchange programme;
- a voluntary placement in an NGO.

n/a

The Europass mobility is for any person moving to a European country to learn or acquire work experience, whatever their age or level of education.

For more information please see:

<http://europass.cedefop.europa.eu/en/documents/european-skills-passport/europass-mobility>

Diploma Supplement

The Diploma Supplement contains detailed information on higher education degrees.

The Diploma Supplement

- offers a clear and internationally comparable description of individual study processes and the specific core competences which students should obtain during their studies.
- gives standardized information on the respective higher education and academic systems to enhance comparability.
- facilitates academic and professional recognition.
- is a tool to promote mobility, to make the acquisition of qualifications more attractive for students, and to facilitate the access to education and lifelong learning.

The Diploma Supplement is not a substitute for the original diploma or degree and does not automatically guarantee their recognition.

For more information please see:

http://ec.europa.eu/education/lifelong-learning-policy/doc/ds/ds_en.pdf

Available in Russia

In 2000 Russia joined *Treaty of Lisbon*. According to that, Russian universities provide European Diploma Supplement

Diploma Supplement is issued according to recommendations of European University Association and provides full information about individual study process to be compared.

ECTS Points

ECTS points makes teaching and learning in higher Credit system is introduced

According to RF Education Law, universities can use credit system.

education more transparent across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance.

In a very simple way ECTS points reflect the entire workload of a student in a course. One ECTS point equals between 25 and 30 hours (depending on the EHEA member state). The student workload in ECTS includes hours spent in class and self-study.

Institutions which apply ECTS publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, university regulations and student services.

Course descriptions contain 'learning outcomes' (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from **1 500 to 1 800 hours** for an academic year, and one credit generally corresponds to 25-30 hours of work.

A full-time student would need to complete 60 ECTS per academic year, which represents about 1,500 to 1,800 hours of study. According to the ECTS, study programs in Europe are worth the following number of credits:

- Bachelor's degrees (first cycle) are worth 180 - 240 ECTS (3 to 4 years)
- Master's programs (second cycle) are worth 60 - 120 ECTS (1 to 2 years)
- PhD studies (third cycle) have no ECTS

Credit point is a unified unit of workload of a student. It includes all academic activities during the course – hours spent in class, self-study and traineeship.

One credit corresponds to 36 hours of work.

Nowadays all universities use credit system while developing education programmes

A full-time student would need to complete 60 ECTS per academic year.

According to the ECTS, study programs in Russia are worth the following number of credits:

- Bachelor's degrees (first cycle) are worth 240 ECTS (4 years)
- Master's programs (second cycle) are worth 120 ECTS (2 years)
- PhD studies (third cycle) have no ECTS range

range

A series of ECTS key documents help with credit transfer and accumulation – course catalogues, learning agreements, transcript of records and Diploma Supplements (DS).

Although ECTS can help recognition of a student's studies between different institutions and national education systems, higher education providers are autonomous institutions. The final decisions are the responsibility of the relevant authorities: professors involved in student exchanges, university admission officers, recognition advisory centres (ENIC-NARIC), ministry officials or employers.

For more information please see:
http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

n/a

Erasmus Charter

The Erasmus Charter for Higher Education (ECHE) provides the general quality framework for European and international cooperation activities a higher education institution (HEI) may carry out within the Programme. The award of an Erasmus Charter for Higher Education is a pre-requisite for all HEIs located in an eligible country (the list is published in the call – see the link below) and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme. For HEIs located in other countries, the ECHE is not required, and the quality framework will be established through inter-institutional agreements between HEIs. The Charter is awarded for the full duration of the Programme.

For more information please see:
http://eacea.ec.europa.eu/llp/erasmus/erasmus_university_charter_en.php

Erasmus Mobility

The status of 'Erasmus student' applies to students who satisfy the Erasmus eligibility criteria and who have been selected by their university to spend an Erasmus period abroad – either studying at an eligible partner university or carrying out a placement in an enterprise or other appropriate organisation.

For study mobility, both universities must have an Erasmus University Charter awarded by the European Commission. For placement in enterprise the home university must hold an extended Erasmus University Charter (i.e. also covering rights and obligations relating to placements).

An Erasmus student is entitled to expect:

- The home and host universities to have an inter-institutional agreement.
- The sending and receiving institutions to sign with you and before you leave a Learning/Training Agreement setting out the details of your planned activities abroad, including the credits to be achieved.
- Not to have to pay fees to your host university for tuition, registration, examinations, access to laboratory and library facilities during your Erasmus studies.
- Full academic recognition from your home university for satisfactorily completed activities during the Erasmus mobility period, in accordance with the Learning/Training Agreement.
- To be given a transcript of work at the end of your

Russian universities, students and academic staff have been involved in Erasmus mobility through participating in special EC initiative under Erasmus Mundus programme.

activities abroad, covering the studies/work carried out and signed by your host institution/enterprise. This will record your results with the credits and grades achieved. If the placement was not part of the normal curricula, the period will at least be recorded in the Diploma Supplement.

- to be treated and served by your host university in the same way as their home students.
- to have access to the Erasmus University Charter and European Policy Statement of your home and host universities.
- The student grant or loan from to the home country to be maintained while being abroad.

For more information please see:
<http://www.erasmusprogramme.com/>

Erasmus Exchange Programme

The **ERASMUS programme** is a **European student exchange programme** established in 1987 offering university students a possibility of studying or working abroad in another European country for a period of at least 3 months and maximum 12 months.

Each student receives a grant which covers partly the costs of the stay abroad. Students going on exchange under the ERASMUS programme **do not pay any university fees**. All rights and obligations of exchange students are described in the **Erasmus Student Charter**.

One of the basic rights each exchange student has is the **full recognition of courses** passed successfully abroad by the home university. Before leaving the home university, the participating student signs the **Learning Agreement** - a document that describes the programme of studies followed

in the host university. At the end of the stay the host university should prepare for the student a document called the **Transcript of Records** that confirms the completed studies' program and the results.

In addition, students can improve their language skills by participating in one of the **Erasmus Intensive Language Courses** offered at the host university.

If you are longing for more information please see:
<http://www.esn.org/content/erasmus-programme>

Incoming and Outgoing Programmes

At many European Universities international exchange is offered to students. Therefore, a high number of incoming and outgoing students sum up. In order to deal with the incoming and also outgoing students there is a **department for international relations** which deals with the incoming and outgoing students and also organizes special programmes for incomings and outgoings.

These programmes for incomings include most of the time a buddy programme which means that a local student takes care about the incoming, an introductory course about the visiting country and the administrative issues.

Also in some European countries **special incoming study programmes** such as tandem teaching or languages courses are offered to address fully the needs of the visiting students. Many universities also provide **orientation programmes** which introduce students to local habits in the host country and address intercultural issues. These orientation programmes also provide basic information on social security and other important matters and procedures in the host university.

Many Russian universities offer international exchange to students. Each university has a department of international relation or institute for international education that deals with the incoming and outgoing students and also organizes special programmes for incomings and outgoings.

Nowadays universities start implementing a buddy programme for incomings. All universities provide language courses and orientation programmes for incoming students.

Joint Studies

Six main features are usually associated with qualifications described as 'joint degrees':

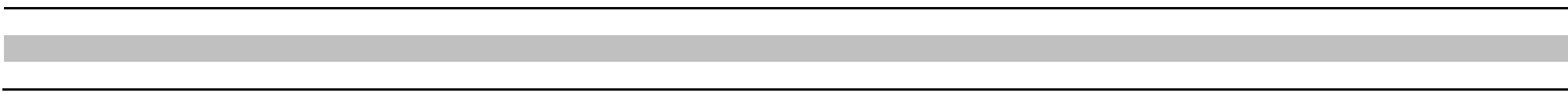
- the programmes leading to them are developed or approved jointly by several institutions;
- students from each participating institution spend part of the programme at other institutions;
- students spend significant periods of time at the participating institutions (as opposed to short exchanges);
- periods of study and exams passed at the partner institution(s) are recognised fully and automatically by all institutions and countries involved;
- teaching staff from each participating institution devise the curriculum together, form joint admissions and examinations bodies and participate in mobility for teaching purposes;
- students who have completed the full programme ideally obtain a degree awarded jointly by the participating institutions, and fully recognised in all countries.

For more information please see: <http://www.jointdegree.eu/>

Being involved in Bologna Process
Russian universities start enhancing development of joint/double degrees programmes that have similar futures with European ones: programmes are developed or approved jointly by several institutions; periods of study and exams passed at the partner institution(s) are recognised fully and automatically by all institutions and countries involved; teaching staff from each participating institution devise the curriculum together, etc.

If you do have additional Higher Education Standards **in your country** which you think are relevant for the UNIQUE project please list them below:

<u>Similar Higher Education Standards</u>	<u>Explanation</u>



Glossary

UNESCO	<p>The UNESCO (United Nations Educational, Scientific and Cultural Organization), is a specialized agency of the United Nations (UN).</p> <p>Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the UN Charter. It is the heir of the League of Nations' International Commission on Intellectual Cooperation. UNESCO has 196 member states and nine associate members.</p> <p>Most of the field offices are "cluster" offices covering three or more countries; there are also national and regional offices. UNESCO pursue its objectives through five major programs: education, natural sciences, social and human sciences, culture, and communication and information.</p> <p>Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; the promotion of independent media and freedom of the press; regional and cultural history projects; the promotion of cultural diversity; translations of world literature; international cooperation agreements to secure the world cultural and natural heritage (World Heritage Sites) and to preserve human rights, and attempts to bridge the worldwide digital divide. It is also a member of the United Nations Development Group.</p>
EUA	<p>The European University Association (EUA) is the main voice of the higher education community in Europe. EUA membership is open to individual universities and national rectors' conferences, as well as associations and networks of higher education institutions. With approximately 850 members in 47 countries, EUA is building strong universities for Europe through targeted activities aimed at supporting their development. These activities include policy dialogue, conferences, workshops, projects, and more targeted services such as the Institutional Evaluation Programme, and an independent service dedicated to doctoral education.</p>
ESU	<p>The European Students' Union (ESU) is the umbrella organisation of 47 National Unions of Students (NUS) from 39 countries (December 2012).</p> <p>The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO. Through its members, ESU represents over 11 million students in Europe.</p>
EURASHE	<p>EURASHE is the European association of Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. Currently, more than 1,400 higher education institutions in 40 countries within and outside the European Higher Education Area (EHEA) are affiliated to EURASHE. The Association is present mostly through National Associations of Higher Education Institutions and individual institutions, such as Universities, (University) Colleges and Universities of Applied Sciences, as well as through other</p>

	professional associations and stakeholder organisations active in the field of higher education.
ENQA	ENQA is a membership association which represents its members at the European level and internationally. ENQA members are quality assurance organisations from the European Higher Education Area (EHEA) that operate in the field of higher education. The membership criteria of ENQA encompass Part III of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and some additional requirements and guidelines. Bodies that do not wish to, or for whatever reason are unable to, apply to become members of ENQA may request affiliate status within ENQA. Affiliates are bona fide organisations or agencies with a demonstrable interest in the quality assurance of higher education.
Education International	Education International is the voice of teachers and other education employees across the globe. A federation of 401 associations and unions in 171 countries and territories, it represents some 30 million educators in education institutions from early childhood to university.
BUSINESSEUROPE	BUSINESSEUROPE is the leading advocate for growth and competitiveness at European level, standing up for companies across the continent and campaigning on the issues that most influence their performance. A recognized social partner, we speak for all-sized enterprises in 35 European countries whose national business federations are our direct members.