Implementation of Joint Programmes in HE in the framework of TEMPUS and ERASMUS+: experience of Ukraine

International seminar on implementation of joint programmes in HE in Ukraine

February 6-7, 2019

Zhanna TALANOVA
National Erasmus+ office – Ukraine
Opportunities for mobility shall be created so that mobility will be considered the rule and no longer the exception. In all degree programmes curricula will allow “mobility windows”. **Joint degree programmes** shall be developed and mobility shall be an important ingredient of research training. For the next decade, the following operational goals will be pursued: **Joint degrees** and **programmes** to become common practice.
We encourage higher education institutions to further develop joint programmes and degrees as part of a wider EHEA approach. We will examine national rules and practices relating to joint programmes and degrees as a way to dismantle obstacles to cooperation and mobility embedded in national contexts. In particular, we will aim to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes.
Yerevan Communiqué 2015:

A common degree structure and credit system, common quality assurance standards and guidelines, cooperation for mobility and joint programmes and degrees are the foundations of the EHEA. We will develop more effective policies for the recognition of credits gained abroad, of qualifications for academic and professional purposes, and of prior learning. Policy measures adopted the *European Approach for Quality Assurance of Joint Programmes*
Paris Communiqué 2018:

In order to encourage the development of more joint programmes and joint degrees, we will also enable and promote the use of the “European Approach for Quality Assurance of Joint Programmes” in our higher education systems.

We welcome and will promote the development of the Database of External Quality Assurance Results (DEQAR).

We will foster and extend integrated transnational cooperation in higher education, research and innovation, for increased mobility of staff, students and researchers, and for more joint study programmes throughout the whole EHEA

**Joint programme**: An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to *double/multiple degrees* or a *joint degree*.

**Joint degree**: A *single document* awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme.

**Multiple degree**: *Separate degrees* awarded by higher education institutions offering the *joint programme* attesting the successful completion of this programme. (If two degrees are awarded by two institutions, this is a *'double degree'*).
Guidelines for Quality Enhancement in European Joint Master Programmes (EUA, 2006)


International dual/double degree programmes are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program.
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Nature of Joint and Double Degree Programs:
46% operated as a joint venture between two or more higher education institutions (a so-called “stand-alone” program); 54% of double degree programs were reported as being optional add-ons (*double degree was an optional add-on to an existing traditional study program*, offering interested students an optional track through curricular cooperation with a partner university abroad)
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Leading Academic Disciplines for Double Degree Programmes:

(1) Business and Management
(2) Engineering
(3) Social Sciences; Mathematics & Computer Sciences
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Top Languages for Double Degree Programmes:
1. English (49 %)
2. French (16 %)
3. German (13 %)
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Accreditation Challenges:
Joint or double degree accreditation fall into *two categories*:
(1) part A of the program is accredited in country A, while part B of the program is accredited in country B
(2) all parts of the program are accredited in both countries.

*Challenges* to accreditation point to a lack of an internationally-recognized accreditation system; the burden of bureaucracy; local laws and government as barriers to the accreditation process.
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Program Initiation

16 % - only a *top-down approach* (i.e. initiated by university leadership) to starting joint or double degree programs. Joint or double degree programs are either initiated from the *bottom up* (i.e. individual professors’ activities) or that they are *joint* efforts between members of faculty and leadership.
Choosing Partner Institutions

In choosing a partner institution, most respondents look at existing structures or relationships to build upon, using existing exchange partners or a known contact.

Additional structures

41 % of HEIs have implemented additional structures to handle the administration of joint or double degree programs.

59 % - have not
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Motivations for launching a joint or double degree program:
the top motivations –
- broadening educational offerings
- strengthening research collaboration
- advancing internationalization
- raising international visibility/prestige

the least important motivations –
- responding to a particular student demand
- offering courses from partner HEIs that do not exist at the home HEI
- increasing revenue
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Challenges to Setting up Double Degree Programs:

- Ensuring sustainability / Забезпечення сталого розвитку
- Securing adequate funding / Забезпечення адекватного фінансування
- Curriculum design / Розроблення освітньої програми та навчального плану
- Legal issues / Правові питання
- Recruiting students / Набір студентів
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Challenges to Setting up Double Degree Programs:

- Securing support from national or international organizations/gov’t / Забезпечення підтримки національними та міжнародними організаціями / урядами
- Accreditation / Акредитація
- Academic calendar differences / Відмінності в академічному календарі
- Institutional support / Інституційна підтримка
- Credit transfer agreement / Угода про трансфер кредитів

With the support of the Erasmus+ Programme of the European Union
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Challenges to Setting up Double Degree Programs:

- Communicating with partner / Спілкування з партнером
- Fee structure agreement / Договір про структуру оплати
- Language issues / Питання мови
- Degree duration agreement / Договір про тривалість ступеневої програми
- Double counting of credits issue / Подвійний облік/підрахунок наданих кредитів
Joint and Double Degree Programs in the Global Context: Report on an International Survey

Desired **Academic Level** for Future Double Degree Programs:

- 76.7 % Master
- 44.5 % Bachelor
- 39.2 % PhD

**Academic Disciplines:**

- 45 % Business and Management
- 38 % Engineering
- 25 % Social Sciences
- 23 % Mathematics & Computer Sciences
Portal:Joint degrees from A to Z

The aim of this guide is to provide a comprehensive, practical reference guide on all aspects that need to be taken into account when developing and managing joint programmes. The focus is on programmes leading to a joint or multiple degree and offered by institutions in different countries.

Add more text here if needed.

Introduction

This guide is a result of the Joint Degrees from A to Z (JDAZ) project. Partially funded by the European Commission, the project ran from October 2012 to April 2015. The JDAZ consortium consists of six Erasmus Mundus National Structures (EMNSs). The two core partners in the consortium are the EMNS of the Netherlands (located at EP-Nuffic), acting as project coordinator, and the EMNS of Finland (located at CIMO). The four advisory group partners in the consortium consist of the EMNSs of Austria (located at OeAD), Norway (located at SIU), Lithuania (located at the Education Exchanges Support Foundation) and Poland (located at the Foundation of the Development of the Education System). The JDAZ consortium.

Definitions

This chapter gives an overview of the most relevant definitions that are used in this guide. It includes definitions of a joint programme, a joint degree, a joint diploma, accreditation and recognition.

General Background

This chapter provides a brief background on the development of joint programmes to describe the operational context. It covers the influence of the Bologna Process, the international visibility and strategic interests of joint programmes and the available financing instruments.
Joint Degree Programmes that were implemented in Ukraine within Tempus and Erasmus+ projects as well as beyond them
(outcomes - Seminar on Double Degree Programmes, the Ministry, 14 November 2018)

- bottom up approach
- optional add-on to an existing traditional study programme

- National University of Kyiv-Mohyla Academy (Kyiv) – Tempus and Erasmus+ projects

- Donbas National Academy of Civil Engineering and Architecture, Donetsk National Technical University (Donetsk region, replaced universities) – Tempus project

- Taras Shevchenko National University of Kyiv – Tempus and Erasmus+ projects

- Sumy State University – Tempus and Erasmus+ projects

- Ivan Franko Lviv National University – Tempus and Erasmus+ projects
National University of Kyiv-Mohyla Academy

**ERASMUS MUNDUS Joint Master’s Programme - Erasmus+**

The International Master in *Central & East European, Russian & Eurasian Studies* is available as a multiple degree award (120 ECTS) [http://ceeres-erasmusmundus.eu/](http://ceeres-erasmusmundus.eu/)

**Study track:** University of Glasgow + University of Tartu + National University of Kyiv-Mohyla Academy

[https://www.gla.ac.uk/postgraduate/taught/centraleasteuropeanrussianeurasianstudies/](https://www.gla.ac.uk/postgraduate/taught/centraleasteuropeanrussianeurasianstudies/)

Graduates will receive a jointly awarded Degree Certificate and a Diploma Supplement detailing the course of studies at the 3 Universities-partners

**During the preliminary stage / general:**

Every point of multiple degree programme and procedures (starting from the name of the degree(s) to the systems of evaluation, quality control or duration of semesters and timeline of the programme, etc. had to be compromised and negotiated taking into account not only different Universities requirements and procedures but also different national regulations and European (EACEA) conditions for funding.
National University of Kyiv-Mohyla Academy

- Master's programme "German and European Studies" with the Friedrich-Schiller-University Jena (FSU), Germany (since 2006, funded by DAAD, Degree Programs in German (Deutschsprachige Studiengänge - DSG)
(double degree / diploma = 2 separate diplomas, 2 supervisors for Master thesis development)

- Master's programme "East European Studies" with the Warsaw University, Poland (since 2010)
(double degree / diploma = 2 separate diplomas, 2 supervisors for Master thesis development, the joint commission of NaUKMA and Warsaw University for defense of Master's thesis)
Donbas National Academy of Civil Engineering and Architecture,
Donetsk National Technical University

TEMPUS project RETHINK - Reform of Education THru INternational Knowledge exchange.

Double Degree Master's and PhD programmes in Architecture, Urban Planning, Climate Engineering, Environmental Sciences based on e-learning (Moodle platform RETHINK: http://rethink.fa.ulisboa.pt) with University of Lisbon, Portugal

**Development of Double Degrees in 4 Steps:**

(1) Search for a partner

(2) Comparison of study programmes: MSc (1 or 2 years), English description & matrix

(3) Drawing up of the text of the Agreement on Double Degrees and its signature by 2 parties

(4) Implementation of the Agreement on Double Degrees by 2 parties
Taras Shevchenko National University of Kyiv

Double Degree Programmes:


- Master's Programme “Business Administration” with the University of Macerata (Italy) (120 ECTS/2 years)
Tempus projects as a push for Double Degree Programmes:

- Master's Programme “Power Engineering, Informatics” with the Lublin Politechnika, Poland (since 2008)
- Master's Programme “Psychology in Business” with the Higher School of Economics and Humanities in Belskoye Byala (since 2014)
- Master's Programme “Ecology, Mathematical Modeling of Complex Systems” with the University of Koblenz-Landau, Germany (since 2017)

Development of Double Degrees in 6 Steps:

1. Determination of perspective directions for forming a joint study programme
2. Formation of a working team
3. Comparison of curricula, evaluation systems, academic calendar, etc.
4. Design a joint study programme
5. Analysis of financial ability/opportunities
6. Development of the Agreement on the Double Degree programme
Ivan Franko Lviv National University

Double Degrees Programme
- Master’s Programme “InterMaths – Applied and Interdisciplinary Mathematics” with the University of L'Aquila (Italy) + 2 EU Universities

**Key documents:**
(1) Memorandum of Understanding
(2) Agreement between Universities - partners
(3) Annual Implementation Agreement
(4) Training Schemes
(5) Subjects/courses
(6) Transfer grades table
(7) Procedure for the defense of the Master's thesis
Основи розроблення, модернізації та забезпечення якості освітніх програм за проектами Еразмус+

- Довідник користувача ЄКТС (2015 р.)
- Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти (2015 р.)
- Tuning (http://www.unideusto.org/tuningeu/)
- CoRe2 project – “Competences in Recognition and Education 2” (www.core-project.eu)
- Розроблення освітніх програм: методичні рекомендації (2014 р.)
- Методичні рекомендації для розроблення профілів ступеневих програм, включаючи програмні компетентності та програмні результати навчання (2016 р.)
Угода про Асоціацію Україна-ЄС
Закон України «Про вищу освіту» (2014 р.)
Закон України «Про освіту» (2017 р.)
Постанова КМУ про академічну мобільність (2015 р.)
Перелік галузей знань і спеціальностей (2015) – ISCED
Національна рамка кваліфікацій (2011 р.) – EQF LLL
Методичні рекомендації щодо розроблення стандартів вищої освіти (2016 р.)
Стандарти вищої освіти

Розроблення освітніх програм – на основі запровадження ключових інструментів Болонського процесу, представлених у національному законодавстві:

студентоцентрований підхід (student-centered approach)

компетентністний підхід і результати навчання (competence-based approach and learning outcomes)

ЄКТС (ECTS)

рамки кваліфікацій (NQF) (EQF LLL 2017; QF EHEA 2018 – ЄКТС + результати навчання)

dодаток до диплому (DS) (2018)

забезпечення якості (QA)
Перелік галузей знань і спеціальностей (2015) – ISCED / MCKO, EUROSTAT/Євростат

- 29 галузей (27 вузьких галузей (Narrow field) за MCKO 2013; 22 вузькі галузі за Євростат)

- 121 спеціальність (72 деталізовані галузі (Detailed field) за MCKO 2013; 79 деталізованих галузей за Євростат)

N освітніх програм = спеціалізацій
Стаття 7
У разі здобуття особою вищої освіти за узгодженими між закладами вищої освіти, у тому числі іноземними, освітніми програмами заклади вищої освіти мають право виготовляти та видавати спільні дипломи за зразком, визначеним спільним рішенням учених рад таких закладів вищої освіти.

Стаття 75
7) створення спільних освітніх і наукових програм з іноземними закладами вищої освіти, науковими установами, організаціями
Закон України «Про освіту»

Стаття 7. Мова освіти

3. Держава сприяє вивченню мов міжнародного спілкування, насамперед англійської мови, в державних і комунальних закладах освіти.

4. У закладах освіти відповідно до освітньої програми можуть викладатися одна або декілька дисциплін двома чи більше мовами - державною мовою, англійською мовою, іншими офіційними мовами Європейського Союзу
Дякую за увагу!

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Looking forward to fruitful collaboration and partnership!