

Tempus project EduSFE

Comparison of the European and Russian study programs (of two universities, that are developing the double degree program)

Questionnaire for review of current study programs with the purpose to prepare »Guidelines for curricula reform« and »Guidelines for reform of contents and methods«.

Please fill in the questionnaire in English language (This questionnaire should be filled in by the European partner)..

A: General data of the study program

European Partner	
1. University /faculty:	University of Maribor, Faculty of Economics and Business
2. Study program:	Economics and Business Sciences
Russian Partner	
1. University /faculty:	East Siberian State University of Technology and Management/ Faculty of Economics
2. Study program:	Master's Programme in Finance

Please, detect and describe differences between the two programs (European and Russian), regarding each of the following aspects below:

1. Length of program in years: _____
2. Does study program have specializations, modules, etc.? If yes, please list them.

3. What is the main goal of the program?

4. Competencies, knowledge, skills etc. that are obtained by graduates of this study program:
 - a. Generic competencies, knowledge, skills (like written communications, ability to work in teams etc.):

 - b. Subject specific competencies, knowledge and skills (like in-depth understanding of processes in financial markets, etc.):

5. How the study program reflects the needs of employers in industries and/or in the public sector.

B: Syllabus, curricula and study process

Please, **detect and describe differences between the two programs** (European and Russian), regarding **each of the following aspects below**:

- a. Please provide information regarding differences in the **syllabus of the study program**, with description of courses for each year and for each course:
 - i. types of course (obligatory, elective),
 - ii. ECTS assigned to course,
 - iii. Number of learning hours of students; please provide data on the number of contact hours (lectures, exercises, team work, ...), individual work of students (that includes home-works, team-work assignments, individual study hours etc.)
 - iv. Assignments (home-work, seminar work, exam etc.) that students have to prepare to pass the course.
 - v. The curricula of each course.
- b. Master thesis; please describe the differences regarding the rules for students for preparation of the master thesis:
 - i. Number of ECTS that is allocated to master thesis in the curriculum: _____
 - ii. Procedure for approvement of the selected topic for the master thesis.

- iii. Selection of mentor at the student's master thesis. Are there any conditions or rules, who can be a mentor?

- iv. Prescribed structure of the thesis (length, contents, chapters etc.)

- v. Procedure for defense the master thesis.

- c. Differences regarding the internship. Is the internship included into the study program? If yes, please describe:
 - i. how long it takes (in months or hours): _____
 - ii. what are objectives of the internship and which competences, knowledge and skills students get by the internship.

- iii. how many ECTS are allocated to internship: _____

- iv. Please provide also data about the firms (enterprises) that are providing internships for your students.

2. Please provide the information about differences regarding the rules that you are following when allocating ECTS to courses.

C: Assurance of learning

1. Please analyze differences in the procedure of assessing how your students (graduates) get and possess competencies, knowledge and skills that are described in A.6 of this questionnaire.

D: Faculties, Students and Alumni

1. Faculties – please analyze the qualifications of faculties, based on the CVs sent.

2. Students and Alumni

1. Please describe differences in the requirements that applicants have to fulfill if they want to enroll into the study program.

2. Differences regarding the working experience? If yes, please describe.

Synthesis of the analysis:

1. Please, summarize the needs for curricula reform of the Russian study program **at the structural level in line with the Bologna process**, detecting:

a. Strengths (at least 5),:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

b. opportunities for improvement (at least 5):

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

c. Inconsistencies that have to be included into the reform (at least 5):

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. Please, summarize the needs for modernizations of **course content and teaching methods, regarding the up-to-datedness, relevance and methodology**, detecting:

a. Strengths (at least 5),:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

b. opportunities for improvement (at least 5):

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

c. Inconsistencies that have to be included into the reform (at least 5):

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____